

The **CLEARING HOUSE**

September

1949

PROBLEM *vs.* SUBJECT:

A study in rates of learning

KIGHT and MICKELSON

REDUCING ABSENCES 30%

By ETHEL HEMBREE

Marking Routine Creates Overload

By VAN MILLER and others

Assemblies or Concentration Camps?

By WILLIAM G. MEYER

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No. 1

**U.N. Flag Pledge: 9th-Grade Class Offers Its Project . . .
Developing an Informative Student Handbook . . . Core
Unit: Theater, Movies, Radio, Television . . . Hold the Line
on Professional Standards**

**A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS**

The Clearing House

A journal for modern junior and senior high schools

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PROBLEM *vs.* SUBJECT

Pupils learn more in problem-centered units
according to 16-unit, 1,415-pupil experiment

By STANFORD S. KIGHT
and JOHN M. MICKELSON

ONE OF THE MOST widely accepted objectives of modern secondary education is that of improving the behavior of the learner. Even though rather general agreement has been reached on the desirability of attaining this objective, there has been little agreement as to the educational methodology and curriculum organization best suited to this end.

One group contends that the most effective means of improving the learner's behavior is to be found in the organization of all instruction around a genuine pupil problem. A problem is defined by this group as a situation in which action is involved, the learner is the agent of the action, and he has some difficulty or blocking in regard to the action.

In the light of this definition of a problem, the presentation of units of instruction must focus the factual information presented on the pupil's difficulty in such a manner as to relate this information directly to the action which the pupils must take in order to overcome their difficulty or to solve their problem. Thus, in the problem presentation the relationship of factual information to the necessary rules of action is not left to chance, but is the core around which the entire presentation is organized.

Another group has held that providing the learner is in command of the essential facts supporting a given action, this action can be expected naturally to follow. It is further contended by this group that the organization best suited for the learning of such facts is one based on the internal consistency of the facts. This has been called a logical or subject-centered organization of curricular material. The presentation of such material ignores or only incidentally touches upon the relationship between facts and their corresponding rules of action; the subject-centered presentation

EDITOR'S NOTE

The authors wanted to determine the relative effects on learning of problem-centered and subject-centered units of instruction. Cooperating in their experiment were 24 teachers in 11 schools. Dr. Kight and Dr. Mickelson constructed 8 problem-centered units and 8 subject-centered units, which were taught to 1,415 pupils in 96 classes, with the results reported here. The authors are assistant professors of education in Teachers College, Temple University, Philadelphia, Pa.

TABLE I
DIFFERENCES BETWEEN PROBLEM CENTERED AND SUBJECT MATTER
CENTERED TYPES OF PRESENTATION IN TERMS OF
RULES OF ACTION LEARNED

Subject-Matter Field	N	Combined Means		D	t-ratio D/SED	Level of Confidence
		Problem	Subject			
English composition.....	445	340.59	322.07	18.52	10.35	1
Life science.....	342	313.90	281.71	32.19	16.05	1
Social studies.....	366	250.02	227.35	22.67	15.11	1
English literature.....	203	170.28	154.07	16.21	11.10	1
Totals.....	1,356	1,074.81	985.20	89.61	25.60	1

is largely concerned with the teaching of facts in their logical relationship to each other.

The study reported here was an attempt on the part of the investigators to determine the relative effects on learning of problem-centered and subject-centered units of instruction. Answers to the following specific questions were sought:

1. What are the relative effects of the two types of presentation on:

- a. Learning of rules of action?
- b. Learning of factual information?
- c. The ratio of rules of action learned to factual information learned?
- d. The connecting of specific facts with their corresponding rules of action?

2. To what extent is this learning related to the I.Q. of the learner?

Eight problem-centered and eight subject-matter-centered units of instruction in English composition, life science, social studies, and English literature were constructed by the investigators. These units

were taught according to the rotation technique¹ by the regular teachers to 96 classes in 11 different schools in the Los Angeles area. Participants in the study included 1,415 pupils and 24 teachers. For each unit true-false tests designed to measure both factual information and rules of action learned were constructed by the investigators.

The data obtained in attempting to answer the first question posed by the investigators is summarized in the following paragraphs and tables.

The extent to which pupils learned rules of action. The results in terms of rules of action learned were combined for all experiments. The difference between the total combined means of problem-centered and subject-matter-centered types of presentation favored the problem-centered

¹ William A. McCall, *How to Experiment in Education*, New York, The Macmillan Company, 1923, pp. 31-36.

TABLE II
DIFFERENCES BETWEEN PROBLEM CENTERED AND SUBJECT MATTER
CENTERED TYPES OF PRESENTATION IN TERMS OF
FACTUAL INFORMATION LEARNED

Subject-Matter Field	N	Combined Means		D	t-ratio D/SED	Level of Confidence
		Problem	Subject			
English composition.....	445	342.75	341.52	1.23	.49	62
Life science.....	342	314.09	302.79	11.30	5.26	1
Social studies.....	366	246.26	234.06	12.20	7.05	1
English literature.....	203	172.21	170.25	1.96	1.25	21
Totals.....	1,356	1,075.31	1,048.62	26.69	7.43	1

TABLE III
DIFFERENCES BETWEEN RULES OF ACTION AND FACTUAL INFORMATION
LEARNED AFTER PROBLEM CENTERED TYPE OF PRESENTATION

Subject-Matter Field	N	Combined Means		D	t-ratio D/SED	Level of Confidence
		Acts	Facts			
English composition.....	445	340.59	342.75	-2.16	1.42	16
Life science.....	342	313.90	314.09	-.19	.09	93
Social studies.....	366	250.02	246.26	3.76	2.52	2
English literature.....	203	170.28	172.21	-1.93	1.33	19
Totals.....	1,356	1,074.79	1,075.31	-.52	.16	88

method. This difference was more than 25 times its standard error, making it possible to reject the null hypothesis at the one per cent level of confidence.

Table I presents the data as they apply to the learning of rules of action. An examination of the table reveals a consistent pattern of difference between the combined means of problem-centered and subject-matter-centered types of presentation for each of the subject matter fields. All differences are statistically significant at the one per cent level of confidence.

The extent to which pupils learned factual information. The results in terms of factual information learned were combined for all experiments. These results are presented in Table II. The difference between the total combined problem-centered and subject-matter-centered means was found to favor the problem presentation. This difference was more than seven times its standard error, and was statistically significant at the one per cent level of confidence.

An examination of Table II reveals a lack of consistency between the total differences and the combined means of problem and subject types of presentation for the various subject-matter fields. In each subject field the difference is in favor of the problem presentation, but this difference is statistically significant at the one per cent level of confidence in only two of the subject fields, life science and social studies. The pattern of differences in Table II conforms, at least in direction, to the pattern revealed in Table I.

The extent to which pupils learned both rules of action and factual information. The results for both rules of action and factual information learned by a particular type of presentation were compared for the problem type of presentation. The difference between the total combined means for rules of action and for factual information learned was found to be slightly in favor of factual information. This difference was only .16 times its standard error, and was therefore not

TABLE IV
DIFFERENCES BETWEEN RULES OF ACTION AND FACTUAL INFORMATION LEARNED
AFTER SUBJECT MATTER CENTERED TYPE OF PRESENTATION

Subject Matter Field	N	Combined Means		D	t-ratio D/SED	Level of Confidence
		Acts	Facts			
English composition.....	445	322.07	341.52	-19.45	12.39	1
Life science.....	342	281.71	302.79	-21.08	10.18	1
Social studies.....	366	227.35	234.06	-6.71	4.19	1
English literature.....	203	154.07	170.25	-16.18	11.08	1
Totals.....	1,356	985.20	1,048.62	-63.42	18.49	1

TABLE V
SUMMARY OF RESULTS IN TERMS OF CONNECTING SPECIFIC
RULES OF ACTION WITH SPECIFIC FACTS

Rotation No.	No. of Possible Connections	Problem		Subject		Q	SE _Q
		No. of Agree- ments	No. of Disagree- ments	No. of Agree- ments	No. of Disagree- ments		
2.....	4,130	1,801	300	1,522	507	.33	.01
10.....	2,880	1,216	303	816	545	.46	.01
20.....	3,026	1,062	424	880	660	.31	.02
23.....	2,508	1,002	250	858	398	.30	.02
Totals	12,544	5,081	1,277	4,076	2,110	.35	.02

statistically significant. An examination of Table III reveals that the results for each subject-matter field, with the exception of social studies, conform to the pattern established by combining the results for all subject fields. This difference favored rules of action and was statistically significant at the two per cent level of confidence.

The results for both rules of action and factual information learned by a particular type of presentation were also compared for the subject-matter-centered type of presentation. The difference between the total combined means of rules of action and factual information learned is in favor of factual information learned. This difference is 18.49 times its standard error, making it possible to reject the null hypothesis at the one per cent level of confidence. An inspection of Table IV reveals that the results for each subject-matter field conform to the pattern established for the total. The difference between the combined means in each subject-matter field is statistically significant at the one per cent level of confidence.

A comparison of the results shown in Tables III and IV reveals that rules of action and factual information learned fall into two different patterns. In Table III it was shown that the total combined means for rules of action and factual information learned after the problem type of presentation were approximately the same. Table IV reveals that after the subject-matter

type of presentation, the total combined means for rules of action learned is significantly lower than the total combined means for factual information learned. The difference between the pattern of results shown in the two tables is due to the fact that those pupils receiving the subject-matter type of presentation learned significantly fewer rules of action than those who received the problem type of presentation. It should be emphasized at this point that every pupil participating in the experiment contributed to each of the total combined means.

The extent to which pupils connected specific rules of action with specific facts. Table V presents a summary of the results in terms of connecting specific rules of action with specific facts for selected rotation experiments in the four subject-matter fields. An inspection of the table reveals that the total coefficient of association (Q^2) for the four subject fields is .35, indicating that the connection of specific rules of action and their corresponding facts is a phenomenon that is positively associated (correlated) with the problem type of presentation. The standard error of Q is .02. In other words, those pupils who received the problem type of presentation connected significantly more specific rules of action with their corresponding

³G. Udney Yule, *An Introduction to the Theory of Statistics*, London, Charles Griffin and Company, Ltd., 1922, p. 98.

facts than did those pupils who received the subject-matter presentation.

An examination of the separate items in Table V shows that in no case was the coefficient of association less than .30, nor was its standard error higher than .02. Each rotation in each subject-matter field conformed to the pattern obtained for the combined coefficient of association. Since the standard error of Q is in each case .01 or .02, it can be assumed that Q is statistically significant.

Only a sampling of the total data obtained in the investigation was considered from the standpoint of its relationship to the I.Q. of the learners. Those data considered revealed that in general the same patterns established in the findings reported here held regardless of the I.Q. of the subject. However, these patterns were not as consistently statistically significant for pupils in the I.Q. range of 115 to 143 as they were for pupils in the I.Q. range of 62 to 85.

The following brief summary of the findings of the investigation will help to present a total pattern of the results obtained. When the two types of presentation were compared:

1. Pupils learned significantly more rules of action, regardless of subject-matter field, with the problem type.
2. Pupils in the I.Q. range of 62 to 85 learned significantly more rules of action with the problem type.
3. The findings indicate, but do not conclusively prove, that pupils in the I.Q. range of 115 to 143 learned more rules of action with the problem type.
4. In terms of the total combined results, pupils learned significantly more factual information with the problem type; but in terms of the results by subject-matter fields and I.Q. levels, these findings were not in all cases statistically significant.
5. Pupils made significantly more connections of specific rules of action with their corresponding

facts with the problem type, regardless of subject-matter field or I.Q. level.

6. When facts learned were compared with rules of action learned *within* the problem type of presentation, there was no statistically significant difference between the amount of rules of action and factual information learned regardless of subject-matter field or I.Q. level.

7. When facts learned were compared with rules of action learned *within* the subject-matter type of presentation, pupils learned significantly more factual information than they learned rules of action, regardless of subject-matter fields or I.Q. level.

Insofar as learning rules of action and factual information and connecting specific facts to their corresponding rules of action are important phases of learning, and insofar as the subject areas and topics sampled in this study are representative of the curriculum as a whole, conformity to the following rules should contribute to increased learning.

Curriculum organization:

1. Organize each instructional unit around a clearly stated, genuine pupil problem.
2. Elaborate the major pupil problem into its sub-problems.
3. State and present the problem and sub-problems in each instructional unit as something to do rather than something to know.
4. Address any written material directly to the pupils.
5. Focus all factual information presented directly on the solution of the pupils' problems.

Classroom presentation:

1. Make every effort to show the pupils that the problems stated in the instructional units are their own personal problems.
2. Make doing rather than knowing primary in the presentation.
3. Focus all factual information presented directly on the solution of the pupils' problems.
4. State clearly and teach specifically the rules of action necessary to the solution of the pupils' problems.
5. Point out the factual information which serves as reasons for the rules of action taught.



In the past year, 750,000,000 books were printed for Americans. That is a nice round number. But—730,000,000 of them were comic books.—RICHMOND BARBOUR, quoted in *Nebraska Education News*.

REDUCING ABSENCES:

Work with pupils, parents, gets results

By ETHEL HEMBREE

SOUTH CAROLINA law says that all boys and girls must attend school until they are 16 years old unless they are especially exempted.

Herein arises a problem—for not all boys and girls desire to attend school, and not all parents see the benefits to their children of school attendance beyond the first few years.

The junior high schools probably have to deal with this problem more than other schools. The boys and girls are beginning to mature and are growing restless. Many who have been retarded are nearing their sixteenth birthday. Those who have been forced to go through elementary school now find various ways to dodge the classroom.

At Anderson Junior High School we have given time and thought to ways of improving attendance. What success we have had is reported here.

There are more than fifteen hundred boys and girls in the Anderson Junior High School between the ages of eleven and seventeen. Some come from homes where the standards of living are very high; others, where they are very low. Many are from broken homes. The parents of some are well educated, having completed high school and college or other courses of advanced and specialized work. Against this we have those whose parents neither read nor write, or have had very little schooling. There are no financial worries in many homes—while in others, pennies have to be counted and in some cases aid has to be secured through the welfare department. Occupations of the parents range through executive and pro-

fessional work, various positions in the city business houses, offices, and textile plants, farming, and tenant farming. The attendance problem is not confined to just one of these groups, but at times is found in all groups. They vary from year to year as contributing factors.

It is the belief of our school that *all* of our boys and girls under sixteen should attend school unless they are ill. We believe that we have a duty to perform in helping the attendance teachers with this problem and that we ourselves should try to improve the attendance within our school. With these beliefs in mind, we have attempted to develop an attendance system within our own school that will handle some of our problems and will assist in passing on information concerning special attendance cases to the attendance teachers.

As in all the Anderson City schools, each room of our school sends a report of the absences and tardies for the day to the office. This is done early in the morning and again at the close of the day. The latter report is the one that is carried by the class through the day. It bears the signature of each teacher and shows any irregularities that occurred during the different periods of the day. These are recorded daily in the office attendance book. At a glance, a pupil's absences for the year may be checked. The absences of each grade are totaled each day and added to a section of the book set aside for that purpose. Rain, cattle shows, school day at the county fair, and other events that affect attendance are shown also.

Many pupils do not want to go on the

records as missing a day at school. Therefore, some come by the office early in the morning with excuses to leave before the close of the day. The idea they seem to have is that if they answer to the roll call they are counted present for the day even though they remain for only thirty minutes.

This presents an attendance problem. Some of the excuses appear to be justified; others will bear investigation. If there is reason to believe that the excuse is not in proper order or that the pupil doesn't have a legitimate reason for leaving early, permission is not granted and the pupil remains in school.

What about the pupil who has to leave after a class or two for a dental appointment in Greenville or for some other good reason? He is absent from three or more classes. How can this be shown? After careful consideration and discussions, a successful plan was adopted and is now in its second year of use. This is the plan: if a pupil leaves school during the first period, he is absent for the day; if he leaves after the first period and before the last one, he is counted absent for half a day; and if he leaves after the last class has started, his attendance stands as present for the entire day. On his permanent record and report card these half-days' attendances are shown. For example, we will assume that Jimmy had to leave school one day because of illness and was absent the next day. This would be shown on his record as absent $1\frac{1}{2}$ days.

A written excuse or a telephone message from the parents is required for early dismissal. Emergencies arising at school are an exception to this regulation.

The accounting of this time out of school has had good results and has not hurt the daily attendance record. Only a few students now bring excuses to "get out" of school. If a pupil does bring an excuse to the office, the principal talks with him about his reason for leaving, shows him

how he is losing valuable school time, and encourages him in trying to remain in school and make his appointments for out-of-school hours.

If it is necessary for a student to leave, the regular form used by the city schools is filled out and signed by the principal. The pupil's name, section, date, time of leaving, and reason are listed in the office. These are later transferred to an individual card for each student. The cards are used for reference and by the attendance teachers.

We are happy to be able to report that sometimes days pass without anyone asking to be excused before the close of day. There are exceptions to the rule though—as the day before Thanksgiving when everyone seems to want to get an early start for the holiday.

The main attendance problem arises from those who do not attend school regularly.

In the years past, a check on attendance has been made with the homeroom teacher as the one to whom the reports were made. In other words, he is the one who kept the daily attendance record and asked for the written excuses from the parents the day the pupil returned. He reported any discrepancies and "leads" to the principal's office to be passed on to the attend-

EDITOR'S NOTE

The Anderson, S.C., Junior High School teachers kept asking themselves how daily attendance could be increased. Many of the pupils were thinking just as hard about ways in which attendance could be decreased. And, to make it worse, some of the parents maintained a strict neutrality in the struggle. This article explains the plan that has brought about a sizeable decrease in absences. Miss Hem-bree teaches in the school.

ance teachers. In some cases the actual visit to the home was made by the homeroom teacher. Often it was found that another pupil had written the excuse for the absence instead of the parent and that the absence was not known at home. How could we get around this and at the same time help the pupil to see his errors and attempt to guide him in accepting his own responsibility? It is in connection with this part of the attendance problem that we are trying a new system for excuse writing during this year.

Instead of having the pupils bring written excuses for absences to their homeroom teachers, they are required to come by the office before school or during the homeroom period and write their own excuses on a form provided by the school. Five members of the school faculty act as clerks and handle these excuses each morning. The pupil writes his section number, the date of absence, the reason for the absence, and date of return to school, and signs his own name on the form. This is handed to one of the clerks who reads the reason and asks questions that might clear up the situation. The number of previous absences is checked. Then on the lower part of the form, which is detachable, the clerk checks either "accepted" or "not accepted," writes the pupil's name and the date and signs his name. This part of the excuse form is given to the pupil to show to each teacher and to return to his homeroom teacher at the end of the day. The part with the pupil's reason for being absent remains in the office. A "not accepted" excuse means a failing grade on the day's work. In some cases, the clerks see fit to ask the pupil to talk to the principal about his absence before signing the form.

As the clerks talk with the pupils, they try to show them that a late paper route, missing the bus, oversleeping, working (if under sixteen) without permission from the attendance teachers, going out of town on pleasure trips, and other similar rea-

sons are not proper ones for missing school. They try to convince the pupils that school is their most important work. Often, from information gained from the student, the school is able to help him with some problem that was unknown to us before.

The excuses are kept on file by grades in the office. They are available to the faculty, the attendance teachers, and others who can use them to an advantage. This is known to the students.

In our original plans, excuses were to be taken out by the attendance teacher and used in visiting the home. Before the attendance teacher of our county resigned, some were carried to the homes on three different occasions. A member of the faculty who acts as one of the clerks went with her. The office attendance record book was taken also. As each home was visited and excuses examined, it was learned that many were true and many were false. A notation was made on the back of each excuse and a card was attached to it in order to keep a case study from time to time. Some homes were visited the second time. It seemed that this was necessary to make an impression on a few students.

For the past six weeks this plan has been at a standstill, but we hope to set it in motion again at a near date since a new attendance teacher has been appointed. The plan was working too well to drop. In the meantime we have used telephone calls and other methods in order to keep the file as up to date as possible.

One of the means was a printed notice to absentees' parents whom we had not reached, which was also used as a follow-up for some of those visited earlier. This card to the parents stated that their child had been absent on certain days since the beginning of school. The parent was asked to write the reasons for the absences on the card and to return it to the principal's office within a week. More than half of the notices have been returned to date. This method will not be used regularly, but will

be reserved for cases we are not able to clear up satisfactorily in other ways.

Such are the attempts that we have made and are making in trying to solve our attendance problem—or rather to improve it, for it will always be there. Just what the outcome will be, we do not yet know. We do know that there is an improvement over previous years. Some students are so conscientious about their attendance that they have their parents call

before they will miss a day for some reason other than illness. There is no doubt that some trips have been postponed until after school hours. Of course there are still requests for early dismissal that are granted under false pretense which can be charged to the parent instead of to the child.

Anyway, in the first four months of the 1948-49 school year, absences were about 30 per cent lower than in the same period of the previous school year.

♦

* * TRICKS of the TRADE * *

By TED GORDON

PAPERWEIGHTS—Glass paperweights can be made doubly attractive and useful by pasting or rubber-cementing on their undersides a small calendar, portrait, or scenic view.

THUMB TACK TIP—Have a strip of wood approximately 2 inches wide placed slightly higher than eye level around the room wherever wall space is available, utilizing even small spaces between windows or between room corners and windows. Thumbtack on it posters and other display materials too large for practical use on

the bulletin board.—*Mary Beery, Lima, Ohio.*

FEEDING CARBON PACKS—To feed a large-size carbon pack into a typewriter, either (1) use an envelope folded over the top of the pack; or (2) wrap a sheet of letter-size paper completely around the platen and insert the pack between the open flap of the paper and the platen, feeding through in the normal way.

REACH-ALL—Screwing a hook into the end of a ruler, yardstick, broom, or similar object provides you with a "reach-all" for high-up objects, for pulling open windows or pulling down shades.

PREVENT SLIPPING—A strip of adhesive tape on a hammer head or pliers' jaws can prevent slipping or marring.

ROLL CALL—If roll call is a part of your classroom procedure, try making it "functional" by having each student respond with something meaningful such as a new word, a rule, a date, a fact from the previous lesson, etc.

—♦—

EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

U.N. FLAG PLEDGE:

A 9th-grade class offers its project

By
MAX ROSENBERG

A 9A SOCIAL-STUDIES class project led to certain interesting results which included the writing and the recommendation for adoption of a new flag pledge—a pledge to the flag of the United Nations.

The idea grew out of several heated current-events discussions dealing with the problems, place, and heritage of the United Nations. The interest in the international phase of human society became so strong that the class (students and teacher) agreed to stop other plans of work and activities for a time, and concentrate solely upon this one phase of our social studies work.

First we decided that it was necessary to find our points of agreement before we continued to disagree. We discovered that these following statements about the United Nations all members of the class were willing to accept: One, the United Nations is a relatively young organization. Two, the United Nations is a relatively weak organization. And three, the United Nations is worthy of our best attention and interest and effort, because it is (or could be) a major force for world peace and security.

After listing our points of agreement the members of the class forgot their disagreement and argumentation in a new and more worthwhile endeavor. This new interest might be stated in the form of a question: What can we (you and I) do (here and now) to help build up the effective power of the United Nations?

We agreed that the United Nations is important to us. We agreed, too, that the United Nations is weak, and needs to be made strong. Now, what can be done about it? What can we do this semester, in our

classroom and school, to strengthen the United Nations, to foster respect for the United Nations, to build up the ideal of a world organization for peace such as the United Nations exemplifies?

Thus we developed our problem. And we began immediately to search for ways and means to solve it.

However, we soon ran into difficulties. Practical suggestions or specific ideas were few and far between. So we paused to look about for help. Then this saving suggestion was made—that the problems faced by the world leaders who seek peace and security through the United Nations today are similar to those problems faced by the American leaders who sought to build a strong and united and peaceful United States in the first years following the American Revolution. In those lean years, we noted, the United States government was weak, despised, and ridiculed. Respect had to be won; power had to be built up; a reputation had to be established at home and abroad.

Success was finally achieved in the case of the United States government. But how was it done? That is, what was done by, and for, the young and weak United States then that can also be done by, and for, the young and weak United Nations—particularly along the lines of education and classroom activity?

Furthermore, it occurred to some that the process of establishing respect and power is a continuing, unending process. In other words, every day, even this very day, things are being done, activities are being carried on within (as well as out-

side) the school which help to build up the strength and prestige of the American government. But again, what specifically is being done, and how is it being done?

What things have been done in the past, and what things are being done today, to develop the attitudes of loyalty and support and patriotism towards our nation and our government? To determine the answer to this question we decided to list the many activities—projects, programs, procedures—which have aided and do aid in securing the desired attitudes. Perhaps, we hoped, these same measures and activities which proved to be so effective in the matter of national attitudes could be adopted or applied in the matter of international attitudes.

After preparing such a list of activities, we studied it and discussed it. We sought to judge and analyze all items on the list on the basis of two standards. First we asked, which activities are most effective and worthwhile in developing attitudes? Our second standard or question was, which of these activities can be applied and utilized within our schools and classrooms to engrain and promote the United Nations ideal?

On the basis of the two standards a list of specific activities and projects was prepared. This list was then studied and altered somewhat to fit our purposes. United Nations was substituted for United States wherever possible. Other alterations also were necessary to make the methods or plans appropriate for the international agency. Some activities that had been suggested could not be tailored to suit our ends. Some activities were objected to by class members on various other grounds.

Following is the revised list of suggested activities found acceptable by the majority of the group.

- (1) Organize a United Nations club.
- (2) Establish a United Nations bulletin or newspaper written for boys and girls, and used in social-studies classrooms. This

newspaper could be prepared by an official or semi-official agency of the United Nations, by private sources, by teachers, etc. (Also suggested was the idea of having a regular United Nations page in such already existing publications as *Scholastic*, *Current Events*, etc.)

(3) Various contests could be held—essay, poetry, musical, artistic—upon various themes concerned with the United Nations.

(4) Make all teachers (not only social studies teachers) more conscious of the United Nations by various means such as meetings, discussions, lectures, etc.

(5) Prepare special United Nations projects (like the project described in this article).

(6) Design and publicize a new flag—a United Nations flag. (The class learned later that there already is an official United Nations flag.)

(7) Compose a new flag pledge, a pledge to the United Nations flag.

(8) Write plays and prepare movies with United Nations themes—by and for boys and girls.

EDITOR'S NOTE

As a part of its study of United Nations problems, Mr. Rosenberg's ninth-grade social-studies class compiled a list of 19 things that secondary-school classes can do to publicize the UN and work for its success. The project selected was the development of a pledge to the UN flag. In the form finally accepted by the class, the pledge to the American flag is stated first, followed by the pledge to the UN flag. Mr. Rosenberg and his class hope that you and your students will join them in accepting and using the double pledge. He teaches social studies in Garfield Intermediate School, Detroit, Mich.

(9) Write letters to newspapers and radio editors asking that they play up news and features which deal with the United Nations—its problems and achievements.

(10) Compose a United Nations anthem.

(11) Set aside a regular time for recent United Nations news in all social-studies classes. (This time would be beyond that set aside for other current-events discussion time.)

(12) Various classroom and auditorium programs could be planned for students—talks, debates, quiz programs, music, movies—all dealing with United Nations affairs.

(13) Publicize the United Nations in unusual ways—lapel pins, "be-bop" caps and shirts, etc. (At this point the teacher raised a question of information about "be-bop" and other non-dictionary terms.)

(14) Make a huge thermometer for hall display. The thermometer would rise and fall as a measure of United Nations successes and failures in dealing with "hot" and "cold" wars.

(15) Plan and prepare a United Nations festival. The festival could feature the national costumes, dances, music, language, literature, etc., of the various nation members of the United Nations. The theme, one student volunteered, could be "Many ways—one world."

(16) The exchange of students, between various schools within our city, and between the United States and other countries.

(17) Hold a mock student United Nations assembly.

(18) Have hall and classroom displays—maps, charts, graphs, scrapbooks, pamphlets, pictures—telling the United Nations story.

(19) Set aside a permanent United Nations shelf in the school library.

After contemplating the accepted list of activities, and discussing it item by item, and taking our interests as well as the time limits (this was a 9A class scheduled to be graduated in a few short

months) into consideration, it was decided that we should undertake two related activities. These were items 6 and 7 on the list, those relating to a United Nations flag and a United Nations flag pledge.

It was soon discovered, of course, that an official United Nations flag had already been designed and designated. Once this discovery was made work was begun on the second task—the formulation or composition of a pledge to this United Nations flag.

The chief and most obvious point raised was this: Who is to be assigned the task of writing the pledge? Various individuals in and out of the class were mentioned. However, it was argued by most class members that students of intermediate-school age were too immature to be entrusted with such an undertaking.

Then someone suggested that the teacher be assigned to write the pledge. The thought that the class would be giving the teacher a homework assignment was so satisfying and gratifying, that the assignment was agreed to unanimously and gleefully.

The teacher agreed to undertake his homework assignment. However, he asked the members of the class to help him by setting up qualifications or criteria to guide him in writing a pledge to the United Nations flag. These were the criteria which members of the class suggested, argued about, and finally settled upon: One, it should be brief. Two, it should contain ideas about world unity and peace. Three, it should be easy to memorize. And four, it should be patterned after the pledge to the American flag. (One student said the United Nations flag pledge should be "like the second chorus of a song.")

The teacher wrote a pledge, and brought it to class the following day. This is it:

I pledge allegiance to the flag of the United Nations and to the world of peace for which it stands, one world indivisible with liberty and justice for all.

The majority of class members were

satisfied with this pledge. There were no corrections or changes suggested at this time. (Later a change was suggested.) In fact there was an unusual atmosphere in class that day. One student stopped after class and said she thought we were making history.

Following the writing of the pledge some new questions were raised. When shall we use this pledge? Shall we state the pledge to the American flag and the pledge to the United Nations flag upon the same occasions? Shall we state the two pledges together? If we do state the two pledges together, which should come first?

After prolonged debate answers were found for all these questions. We reached the following answers or conclusions. The pledge to the American flag and the pledge to the United Nations flag should be learned together. The two pledges should be stated together upon all proper occasions. The pledge to the American flag should be stated first. Our auditorium, classrooms, and office should display both flags—the American and the United Nations—all the time.

After agreeing upon these conclusions, a slight change was suggested in the wording of the pledge to the United Nations. It was the inclusion of the word "also" after the first word. It was felt that the pledge to the United Nations flag should read as follows:

I also pledge allegiance . . .

The change was considered desirable, and was accepted by the majority of the group.

A United Nations flag was then made and hung up in the room. The members of the class memorized the pledge to the United Nations flag. And then we stated the two pledges on the average of once a week for the remainder of the semester.

Are we now finished with our project? This question was raised. No, said the class. We ought to publicize the new flag pledge.

It is not enough that one class is made

more conscious of the United Nations. It is not enough that one classroom has a United Nations flag displayed publicly. It is not enough that one class memorize and state the two flag pledges. All the students of our school, all the students of Detroit, perhaps all students in our country, perhaps, even, students in other countries should learn and state the new United Nations flag pledge. These were our comments and remarks.

Would it not be a wonderful thing if the boys and girls—the younger generation—could develop a strong and respectful allegiance to the United Nations? Would it not be a wonderful thing if boys and girls in every land—in the United States and Russia and China and Brazil and Egypt and Australia—would repeat the same words, the very same words of allegiance to the recognized international organ of world peace? Would it not give the words an enriched meaning and value far beyond the mere statement? Would it not serve as another bond, another link in the chain we call "Brotherhood," or "Unity," or "Peace"? These were more of our thoughts and comments and remarks.

The members of the class felt that we should publicize our project and its results. But how shall we go about it? What means and methods of publicity shall we employ? This was our new task.

The task was divided into three parts: One, publicity within our school building. Two, publicity which would attract the interest of other social-studies teachers. And three, publicity which would attract the interest and attention of various prominent authorities interested in furthering the United Nations ideal, especially through the school.

We decided that within our own school building we could use the personal approach. A committee was selected to explain our project and our ideas to our school principal.

It was decided that the teacher of the

class should serve as a committee of one to explain and describe our project to other social-studies teachers. This article is the fulfillment of part of that assignment.

Then, finally, it was decided to write letters to various persons and organizations who we thought would be interested in such a classroom project. The letter was a composite, made up of a sentence here and a phrase there, taken from the various "practice" letters all members of the class wrote. Arrangements were made to send the letter to such people and organizations as Trygve Lie, Secretary-General of the United Nations, Jaime Torres Bodet, Director-General of Unesco, the American Association for the United Nations, the International Relations Committee of the National Education Association, etc. The following is the letter in its final form:

Dear Sir:

We, the students of the 9A social-studies class, have been working on a United Nations project. We believe you will be interested in it. That is why we are sending you this letter.

We started out with this problem. What can we do to help the United Nations—to make it strong, to make it respected, and to make it a part of our everyday life? We suggested, and argued about a lot of ideas. We finally decided that there were two ideas that we could certainly carry out. And we feel that the two ideas should be publicized so that other schools in other places can adopt them.

The two ideas follow: (1) We believe that every classroom in the public schools should have and display a United Nations flag as well as a United States flag. And (2), we also believe that every boy and girl in school should memorize a pledge to the United Nations flag.

Our social-studies teacher, Mr. Max Rosenberg, who wrote the pledge to the United Nations flag, wrote it according to our suggestion that it should be like the second verse to the pledge of allegiance to the American flag. We would like to suggest that the pledge to the American flag and the pledge to the United Nations flag be taught together, and learned together, and said together on the proper occasions.

This is the way we do it. First we face the American flag, and say, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation indivisible with

liberty and justice for all." Then we turn to the United Nations flag, and say, "I also pledge allegiance to the flag of the United Nations and to the world of peace for which it stands, one world indivisible with liberty and justice for all."

We believe that the United Nations belongs in the hearts as well as in the minds of people. Therefore we think that if our suggestions are carried out, they may well serve as real steps on the road to world peace.

Respectfully yours,

The 9A Social Studies Class
of the Garfield Intermediate

This was the project. In the total project many teaching and learning devices were utilized: From a formal debate to art activities; from tasks of research to committee discussions; from membership on a delegation to letter writing; from problem raising to problem solving.

This was the project. One or two side-lights not directly connected with the main project idea might be worthy of mention. For one thing, our use of the committee device was so common, that it was felt to be desirable to lay aside work one day and analyze committee organization, the qualities of a good committee leader, etc. Another tangent problem which was raised concerned the influence and control of social attitudes. Quite a lively discussion was held to determine which influence is the greater—the emotional or the intellectual—upon our attitudes. We did not "settle" this problem, but general agreement was reached upon this thought: that the emotional expression through symbols, as well as the intellectual expression through the statement of facts, has an important role.

This was the project. Was it worthwhile? Did it serve a useful purpose? Was the problem chosen dealt with effectively, successfully? Did the project arouse a lasting interest in the United Nations? Did the project encourage critical thinking, creative thinking? The members of the class discussed these and other evaluative questions. Deservedly or not, in reviewing our work we experienced a glow of pride and a sense of achievement.

Developing an Informative STUDENT HANDBOOK

By GEORGE KALUGER

THE HANDBOOK is more and more becoming one of the most potent tools for orienting a new pupil to his school.

Much time and energy is lost by befuddled pupils who just don't know what it's all about. Robert is to report to the gymnasium for the third period. Robert wonders where the gym is located, what time the third period begins, and how long the period will last. Anne, who is planning to go to college, wants to be certain that she takes all the required courses, but what are these courses? Barbara would like to become a member of a musical organization. Jack is interested in basketball and would be a good addition to the team. What can Barbara and Jack do about it? These questions and hundreds of others can be answered to the complete satisfaction of the pupils in a student handbook.

Here are some rules and suggestions to follow in determining the makeup of the handbook:

1. It should be written in a clear and simple manner, with the paragraphs short, the headings clear and in large type, and with plenty of "white space."

2. If we expect the pupils to use this booklet extensively, it must be made attractive; small cartoon figures, clever titles, and short sayings or quotations can be interspersed throughout the factual material.

3. The material should not be presented in literary language, but in terms which are intelligible to the age level.

4. Avoid moralizing and "sermons."

5. Arrange materials systematically.

The next step is to outline a tentative plan of procedure, which might be as follows:

1. Determine the content of the handbook.

2. Collect the material prepared for the booklet and organize it in "dummy" form.

3. Mimeograph the first booklet on $8\frac{1}{2} \times 11$ " paper.

4. Have the booklet evaluated by pupils and teachers.

5. Rewrite the handbook according to the findings revealed by the evaluation.

6. Have the handbook printed in a convenient size, approximately 4×6 inches.

To determine the general content of a student handbook, I used two surveys. The one by McKown¹ covered 212 handbooks, and the other, by Carver,² 400 handbooks. These two surveys classified items under five divisions:

I. Introduction

Foreword, title page, date of publication, table of contents, etc.

II. Organization of the School

Deals with the faculty, routine matters concerning the pupils, administrative situations, etc.

III. General Rules and Information

Miscellaneous items, fire drills, library information, lost and found, tickets to school events, etc.

¹ H. C. McKown, *Extra-Curricular Activities*. New York: The Macmillan Company, rev. ed., 1947, pp. 484-88.

² W. L. Carver, *An Analysis and Evaluation of Senior High School Handbooks*. University of Pittsburgh M.A. Thesis Unpublished, 1934.

IV. School Organizations and Activities

Non-athletic and athletic

V. School Usage, Customs, etc.

School colors, yells and school songs

To meet the specific needs of the school, two local surveys should be conducted. The first is a questionnaire to the teachers, in which they are asked to state any questions the students have asked them which might be answered in the handbook, to list topics other than those found in the survey of the handbooks which might bear attention, and to give any further suggestions which they might wish to offer. The second survey, an extremely important one, is conducted with the aid of the students themselves. They are asked to write on two questions, namely:

1. What questions did you have at the beginning of the semester, or when you first came to Junior High School, that could have been answered in a handbook?

2. What questions do you have now that could be answered by a handbook? If you have no questions, what do you believe should be included in our handbook?

Such a survey was conducted in the Butler, Pa., Junior High School. Five hundred twenty-six students, 72 per cent of the student body, responded to these questions. Table I lists the types of items about which the students asked questions, and the number of responses given in each case. Under most of the main items, the specific questions asked are given.

TABLE I
Frequency of Mention of Each Item Listed by 526 Junior-High-School Students

Item	Frequency
1. Teachers' names, subjects, room numbers.....	222
a. Mr., Mrs., or Miss	
b. Name of principal, superintendent, nurse	
2. Plan of floors.....	189
a. What floor is my homeroom on?	
b. Where are the "special" rooms?	
c. Where are the restrooms?	
3. The curriculum.....	109
a. Curriculum information on junior-high-school subjects	
b. List of required subjects and electives	
c. Information on subjects to be taken in senior high school; points needed for graduation	

d. How to choose your subjects; how to plan your curriculum	
e. How to get your schedule changed	
4. Daily schedule, bells.....	73
a. How many periods are there? How long?	
b. When does the tardy bell ring?	
c. When are the rooms open?	
d. Is the schedule similar to grade school? (recess time)	
e. What do the different bells mean?	
f. How to read the schedule	
5. Information about the music groups.....	68
a. How can you get in them?	
b. How do you get an instrument?	
c. What are the different groups?	
d. Music letters and credits for music groups	
6. Junior-high athletics.....	67
a. How to become a member of a team	
b. Requirements for being on a team and winning of letters	
c. What sports are there in junior high?	
d. Sports for boys and girls	
7. General rules and regulations of teachers, school, and principal.....	65
a. Gum, snowballing, talking and loafing in the halls, bikes, smoking, what privileges there are	
8. Traffic rules.....	61
a. Traffic on the stairs	
b. Traffic boys, duties and authority	
c. How to get to the different rooms	
9. Lunch period.....	57
a. Where to eat lunch	
b. How long is the period?	
c. Recreation at noon, games and movies	
10. Conduct in school and on school grounds... 44	
a. This overlaps number 7 on general rules. Most of this conduct concerns "do's" and "don'ts"	
11. School calendar.....	39
a. Report periods	
b. Holidays, days off, vacations	
c. List of activity dates	
12. Attendance procedure.....	27
a. What to do when returning from absence	
b. What to do when tardy	
c. How to get an excuse	
13. Explanation of chapel.....	26
a. When is chapel held?	
b. What procedure is followed?	
c. How are boys and girls selected to take part?	
d. What to do in the auditorium	
e. Difference from grade school	
14. How does a schedule work?.....	25
a. Show a sample schedule	
b. Provide a place for student schedule	
c. Explain the "special" number	
15. School song, cheers, cheerleaders.....	20
16. Firedrills explained.....	15
a. What to do if in the auditorium	
b. What do the bells sound like and mean?	
c. Summary card with firedrill rules	
17. Location of the office, nurse's office, and attendance office.....	14
a. Must permission be had to speak to the principal?	
18. Grading system.....	14
a. How are final grades determined?	
b. How are credits given? For music, etc.	
19. "Orientation".....	14

a. How is grade-school procedure different from junior-high school?	
20. First-day procedure	11
21. Rules of dress in school	11
22. Requirements for gym, sewing, cooking, etc., as to type of clothing	10
23. Miscellaneous	130

The information obtained from the student survey helps not only in completing the list of items necessary for inclusion in the handbook but also in giving an idea of the amount of space or emphasis to be given to the various items. The writer of the handbook should pay close attention to the questions asked about each item. The information given should not be directed entirely to new students; some should be in answer to the questions of the older members, especially those concerning the activities and the program of studies in the senior high school. Two topics, "Questions and Answers" and "What to do When," can be included to act as ready references for some of the more common items about which pupils usually inquire.

The topics covered are now ready to be placed in the five sections mentioned previously. Their order in the different sections should be as logical as possible, with items of a similar nature grouped together. This part of the work will depend on the judgment of the committee members almost entirely. No attempt should be made to follow the order of another handbook, or a stereotyped imitation results. Each section of the handbook should, however, be introduced on a new page by itself, with an appropriate cartoon figure to add effectiveness. The cover should also be very attractive.

Since the printing of a school handbook is an expensive proposition, it is often wise to mimeograph the first edition on regular notebook size paper. This could have holes punched in it so that the booklet would fit the notebooks of the students.

The advantages resulting from such a method are notable. The usually mediocre job—filled with mistakes, misemphasis, gen-

EDITOR'S NOTE

The suggestions in this article are based upon the plan used by Butler, Pa., Junior High School in attempting to prepare a student handbook that would give pupils all needed information as efficiently as possible. Questionnaires were used with both teachers and students in determining what to include in the book. Mr. Kaluger, who teaches in the school, was co-chairman of the handbook-planning committee.

eral trials and errors—done by any inexperienced group will be less expensive to correct, and when the printed copy comes out, it will be more of a finished job. By having the booklet in the student's notebook, it will be more accessible and less likely to become lost. Student participation can be utilized in making stencils, drawing cartoons, putting the pages together, etc. Then, another important advantage to consider is that the mimeographed booklet also will be more economical to change after an evaluation by the teachers and the students.

The mimeographed booklet could be issued for one or two years. At the end of each year a questionnaire could be distributed to all the students using the handbook. They will be asked to rate each item as being of (a) little value, (b) average value, or (c) much value. Appropriate questions and remarks may appear with the questionnaire, and space may be allowed for additional comments. The teachers will receive similar questionnaires. This will enable the handbook committee to determine how valuable the different items are from the viewpoint of both the administration and the students, and to decide whether any changes are needed in the material or in its arrangement. After considering printing details, such as using a

good quality of paper, having the type large enough, using clear set headings, using enough "white space," and publishing the handbook in a convenient size, the final copy is ready to be rewritten and submitted to the principal or the superintendent. This final publication, however, should be revised every two or three years, because an outdated handbook, even if only as concerns the teachers' names, will quickly lose its taste.

This program can direct the activities of a handbook-planning committee towards the successful publication of a handbook that does meet the needs of the student body. It is advisable, however, for the classroom teacher to carry this process one step further. Teachers should plan for supplementary explanations, illustrations, and discussion in the homeroom, so that the students can better understand the proper use of the book from the beginning.



Bad Practice in Film Evaluation

For the sake of being facetious, let me briefly describe the present practice of evaluation as it exists in many, many places.

Here is the film to be previewed. The producer has said to the group, and this group may be graduate students, teachers, or visual experts, that he has a film for third-grade children—let us say on the subject, "How to Use the Cloakroom."

The film is shown. The first few feet of it run by in a blur because the projectionist has not focused it. The rest goes off in good fashion. When the lights come on and the evaluators sit up straight in their seats and face the grim task at hand of being articulate, there is silence.

The leader of the group speaks. He begins by saying that the film is all right, but there is nothing in it about the function of the school janitor. It has been his experience that the problem of the school janitor is a much more needed subject for a film than the problem of the cloakroom. Furthermore, he points out that there are other materials presently available on cloakrooms which make him hesitate about approving this film. He mentions a few films such as the film, "How to Read in the Dark," or the splendid film which is provided free by the Bureau of Cloaks and Daggers, "Conservation of Cloakrooms," or that beautiful film, "Children of many Cloakrooms."

The second illuminating point is generally, "Why wasn't the film made in color?" After this perennial question is dismissed, the evaluators get down to the problem at hand. Twenty-five minutes are given to the important point—whether Johnny, the lead-

ing figure in the film, should have entered the cloakroom from the left or the right (there are no political implications here) and to the question of whether the child who put on her hat in the cloakroom should have done so with or without the aid of the teacher. Then every detail of the film, except the important details of "Is the idea taught in the school?" "Is it an important part of the curriculum?" "Has the problem come naturally out of an environment familiar to the child for which the film is made?" are discussed and the evaluation session is over.

The point is that no educational material can be properly evaluated apart from an educational situation. Evaluation must be made in terms of an active learning situation, and the materials evaluated must be properly tested in terms of the reactions of the pupils.

I would suggest, therefore, that the audio-visual directors, be they of states, cities, counties, or universities, plan to establish in their systems actual classroom testing situations for all materials to be evaluated. This will undoubtedly mean a revision of present preview practices. It may mean that libraries will have to purchase more films and filmstrips to be used only for testing purposes, that they will have to revise their purchase plans, rejecting those materials which do not stand up under classroom testing, and buying only those materials which teachers say they can use.—GEORGE L. WHITE, JR., quoted in "Proceedings of Department of Audio-Visual Instruction (National Education Association) Conferences, 1948."

CORE UNIT:

Theater, Movies, Radio, Television

By

CHARLOTTE WHITTAKER

DURING THE FIRST semester of 1948-49, an unusually active group of sophomores in the New School, an experimental division of the Evanston Township High School, planned and carried through with zest a study of "The Theater, Motion Pictures, Radio, and Television."

This unit was well adapted to the development of many skills stressed by the New School—skills in cooperative planning, oral expression, and creative work. The real interests and skills developed in this unit carried over into the work of the second semester and into radio and other activities in the entire school program.

Core, the distinctive course in the New School, is a two-period class in English and social studies, with emphasis on developing skills and attitudes which lead to constructive, creative citizenship and to personal happiness and satisfaction in a modern world. In the first two years, the areas for study are pupil chosen and pupil-teacher planned.

In this group the choice was made democratically after several topics had been proposed, examined and tentatively outlined. It became evident that the girls wanted something in the fine arts; the boys wanted to study industry and inventions. The decision was made, not by a simple majority vote, but after discussion and group thinking, by a consensus of opinion with everyone agreeing. The final choice was a combination of drama with radio and television. This combination, we believed, would give opportunities for worthwhile plays and programs and for the study of technical and industrial production.

In preliminary planning we decided that

half of our time should be spent on historical development, and half on the present-day theater and the mediums of motion pictures, radio and television. Each person was to give two reports, preferably one in each of the two major divisions. Each student was also to initiate, direct, or participate as a leader in one related activity, to participate in discussion, give minor reports, and do some writing, preferably related to the unit.

Outlining and planning were carried on jointly by a committee, the instructor, and the core. Individuals outlined parts of the study. The committee members wrote on the board before and after school and during their study periods. During core class everybody made suggestions and decisions on parts of the outline. This concerted action took a week, during which time brief get-acquainted, hobby, or interest talks also were a part of each day's session.

The outline committee began its work by using encyclopedias and books on drama to prepare the historical outline. The part of the instructor was to suggest what plays and playwrights from the traditional lists would interest tenth-grade students. Fortunately, the Chicago-area theater season of 1948-49 promised a wide variety of old favorites. Northwestern University was giving *Antigone* and *The Taming of the Shrew*. *Medea* was scheduled for Chicago. Laurence Olivier's *Hamlet* was coming in December. The instructor also knew what collections were available in the book room and which plays had appealed to former students.

Our outline was developed, not primarily

from the greatest plays, but from those most likely to be a part of the pupils' experience or the experience of their parents. As one girl remarked, it is satisfying to find a reference in a current newspaper or to hear one's parents talk about a play we are reading. As soon as the outline had been finished, reports were chosen. If more than one person really wanted the same report, the decision was left to chance—the fairest system according to an adolescent way of thinking.

After the outline had been mimeographed by the committee, two weeks were allotted for research work and preparation for the first reports. During this period, we opened our study of drama by reading aloud James Barrie's *What Every Woman Knows*, a somewhat obvious play, but one well adapted to a first play reading. Its theme has adolescent appeal and affords a good opportunity for discussion. With good luck in timing, we heard Helen Hayes, who opened her series on The Electric Theater with this play. Next we listened to the recordings by Orson Welles of *Julius Caesar*, another popular, one-plot, uncomplicated drama.

By this time our first reports were ready. A discussion of drama as a portrayal of life and emotion led directly into the contribution of the Greeks. The boy who reported on Greek drama had read Aristotle on tragedy and two Greek plays. His two-period report interested the group and led him into a further study of the Greeks. The instructor added information on another Greek play and reviewed *Medea*. Some pictures of Judith Anderson's performance were shown. Later several pupils saw *Medea* with their parents.

Roman plays left less impression because none were in our environment. However, there was interest in the Roman theater and in the Coliseum, especially on the part of the Latin students. From Rome we took a cursory glance at the mediaeval period

and the revival of drama through the church and guilds.

Although Shakespeare may not be a part of the environment of all adolescents, it is a part of an Evanstonian's environment. In this area Northwestern University presents an Elizabethan play every year; this year *The Taming of the Shrew* was given. Our own drama department played *Macbeth* and one of our group on the lighting crew kept us informed about the costuming, the traditional Elizabethan staging, and the manner of reading the lines. When Laurence Olivier came to Chicago, we saw and thoroughly enjoyed *Hamlet*. Although some of the critics mourned the sacrilegious changes in the play, we found a performance we could understand, and we caught the mood of the play. Previously we had heard the *Julius Caesar* recordings. We now had reports on Shakespeare's life, the Elizabethan stage, and *The Taming of the Shrew*. Two pupils presented scenes from *Romeo and Juliet*.

A student of ability presented a report on Restoration Drama, including *She Stoops to Conquer*, *The Rivals*, and *School for Scandal*. Moliere, representing French drama, was the topic of the instructor's report, with pupils reading brief scenes from *The Would-Be Gentleman*. A German pupil reported on German drama.

Our interest began to be high when we produced Act I of Ibsen's *A Doll House* in a reading dramatization. A chalked circle in the center of the room was the stage; placards labeled the furniture, and a few properties added to the classroom performance, which was viewed by visitors from a nearby teachers' college. An excellent report on Ibsen preceded the dramatization. Next Chekhov's *The Boor* was dramatized informally by another group. Shaw was represented by *Major Barbara*, viewed at the Goodman Theater by several pupils and reviewed for us, with one scene read aloud. Each dramatization was

worked up by a student director; no attempt was made to have parts memorized.

When we had completed the historical background, a pupil secured a speaker—a graduate student at the University of Chicago—who took our outline and developed ideas in discussion with us. Some pupils were reading reviews in the daily papers, weekly magazines, and *Theater Arts*, and keeping our bulletin board posted. The instructor led a two-day discussion on the current theater season in Chicago and New York. Students showed pictures of stars and scenes on our reflectoscope. A scene from *The Winslow Boy* was read. Because we could not have reports on all the famous actors, we selected Sarah Bernhardt, Edwin Booth, Helen Hayes, Gertrude Lawrence, Paul Robeson, Al Jolson, Katharine Cornell, and the Barrymore family. The head of the high-school drama department, Haydn Bodycombe, discussed his experiences as a young actor in New York.

Because Evanston High School produces a Gilbert and Sullivan operetta each year, we included a report on Gilbert and Sullivan, illustrated with records brought from home. At other times our homes provided us with Paul Robeson records and with a movie on Al Jolson.

In American drama we saw a movie of an old-time minstrel show. A report on the Little Theater movement promoted a bus trip to the Goodman Theater to see *Arsenic and Old Lace*. This was the first stage play seen by some of the pupils, although several others saw most of the important plays in Chicago this year. Eugene O'Neill was represented by a reading dramatization of *Ile* on our wire recorder; it was ham acting, true, but interesting for us. Christmas brought not the old-time *Christmas Carol*, but a classroom dramatization of *The Exile*. Other American plays were reviewed.

Because we have a serious ballet student in our group, ballet was introduced suc-

EDITOR'S NOTE

"The Theater, Motion Pictures, Radio, and Television" wasn't just a static "appreciation" unit. During this unit the students went in for such things as giving informal dramatizations or readings of plays and parts of plays, writing and producing radio scripts, and studying the mechanics of radio. Mrs. Whittaker, who reports with enthusiasm on the results of the work, teaches in the New School, an experimental division of the Evanston, Ill., Township High School.

cessfully. The first report included demonstrations of the ballet positions, original drawings as illustrations, and the history of ballet. The second report, with much illustrative material, presented five ballet stars of today.

Strangely enough, we gave the least time to motion pictures. In core, not all the planning is done in the beginning, but as ideas develop we add activities. Some pupils went to the Museum of Science and Industry to see the Nickelodeon Theater. Others saw the famous revivals at Northwestern's Technological School. One girl compared the novel, the stage play, and the motion picture script of *Jane Eyre*. A stimulating discussion was held on the case for and against censorship of the movies. We saw the school movie *Mutiny on the Bounty* and read the book for group discussion. We also discussed current films and had reports on the history of motion pictures.

When we began the study of radio, we secured the help of Pierce Ommaney, head of the high-school radio department, in working with our wire recorder and producing radio scripts. Our first scripts were adaptations of the short stories in the short-story book read regularly by sophomores.

When we had a stack of adaptations and a few original scripts, the radio instructor gave us some pointers on production. After we had practiced an original radio script, he took over the production of it by our core over WEAU, on which the high school has a weekly program. We entered ten radio scripts in the Scholastic Contest. As a result of our becoming acquainted with the high-school studio and radio instructor, seven of us signed up for the radio class the second semester. Three more scripts by this group have been produced. In our present unit, "Law and Justice," we are working on recordings of scripts on freedom and liberty. Two pupils have gone out for technical radio training, one of whom is taking the Red Cross "ham" course.

Radio and television gave an opportunity for those boys who are primarily interested in science to acquire status. For over a week, our already overcrowded room was piled with amateur radio sets; there were technical diagrams on the board; a television cathode caused excitement. The instructor became the learner. Boys who gave mediocre or poor reports on academic subjects became interesting and effective speakers when they held equipment in their hands.

Because the commercials are so large a part of American radio, we discussed radio advertising. A pupil whose father is secretary of a dental organization discussed FCC regulations concerning medical advertising and demonstrated by the use of the wire recorder misleading types of advertisements. The mother of one pupil, head of the copywriting division of an advertising agency, defended advertising and taught us some of the principles upon which copy is based.

Various types of radio programs were discussed and our horizons widened by listening to new programs. Again the status of the instructor and class shifted, for this generation of students has been brought up on radio. Many of them have a listen-

ing acquaintance with classics they have not read, and many of them do read classics they hear dramatized on the radio. Also this generation gets its news of the workings of the government from radio. They are impatient with the old methods of the study of government by the method of cataloguing the three departments—executive, legislative, judicial. They study government in action; they discuss current bills in Congress, and present-day Supreme Court decisions.

Television was an exciting new subject. About one-third of the group have television sets at home. Everything from Kukla, Fran, and Ollie, and sports, to the Inauguration Parade, was discussed. The New School secured two television sets for Inauguration Day, and we viewed the events for two periods.

Our program during the semester, sometimes in correlation with the unit, sometimes as a separate study, included two periods of current news every two weeks, writing projects, functional English from the magazine *Practical English*, which also had teen-age interest articles, movie scripts, and reviews. Several of us belonged to the Teen-Age Book Club; some of us read the recommended *Story of Mankind* by Van Loon as background material.

What were our gains?

First of all, we had many stimulating daily sessions. As a result, we acquired greatly improved skill in speaking and reading aloud and a widening of experience to include the legitimate stage. We provided a wide scope for leadership and original creative work by the ambitious abler pupils and opportunity for effective presentation and status for the mechanically minded and sports fans. We had an ideal medium for cooperative effort. We opened a doorway into extracurricular activities in radio and drama. We interpreted history through some of its potent mirrors, the stage, the screen, and the radio. We found a topic of conversation and an ac-

tivity in common with the adults of our family.

Moreover, this unit has provided a medium for effective interest features for the unit we are now working on—the study of the history of "Law and Justice." We have read the play, Galsworthy's *Justice*. We are continuing to develop scripts on our new topic. Those of us continuing in the radio class are correlating our work in this course and core. For instance, the

radio class is producing one of our scripts on the New School. When we studied the contribution of the French people to the development of law and justice in the world, we played the radio-class transcription of a script on Napoleon.

The skills and interests we have developed through this unit should help us to do more creative work in United States History in our third year and should provide interests and satisfaction for a lifetime.



Pupil Failure: 7 Corrective Steps Schools Can Take

The appalling increase in pupil failures with resultant mortality in enrolments through drop-outs or for other reasons is one which demands study and concerted steps for alleviation. . . .

There are some corrective steps which could be taken to help the situation. Many schools and many communities will be unwilling to take these measures, but adoption of a few of them in scattered communities will bring about noticeable gains:

1. *Provision of special techniques of methodology for the less apt.* There is ample material to consider from the literature in providing a specialized type of instruction for our weaker pupils, and, through these techniques, we can rescue a goodly number from the failing ranks.

2. *Rapid adoption of the common learnings segment of the curriculum.* We are at the threshold of a new era wherein forward-looking schools are setting up a core of common learnings requisite for normal and wholesome participation in society. This provides a curriculum better suited to the needs of our pupils who are in danger of failing and will thereby enhance their possibilities of worthwhile achievement.

3. *Widespread adoption of a scientific philosophy in evaluation.* The erratic and unsystematic systems of grading are responsible for our greatest group of failures. It is a well-known fact that the same effort and achievement which receives a B rating in one school would in many cases be rated an F in other schools. . . .

4. *Adoption of "Master Teacher" techniques.* Somewhere in Galilee many centuries ago, a Master Teacher performed miracles of teaching through sincere personalized and individualized instruction and through teaching by precept and example. If more teachers would take an interest in pupils as this Master Teacher did in his, and would borrow some of his effectively demonstrated techniques, we would have fewer failures.

5. *Provision for co-pilot relationship with pupils.* If a few hundred thousand teachers would be willing each to select two or more "co-pilots" to take under their wings—including pupils showing great promise of leadership and also others who are in danger of failing, the results would be phenomenal. After all, are not we as teachers the agents of society charged with carrying out the best educational program for the improvement and survival of societal masses and with teaching for interaction between the individual and his social setting? . . .

6. *The adoption of realism and humanism by our schools.* Our schools have grown up with the stigma of presenting an obstacle course to prevent many from successfully preparing for functional adult participation in the society to which one belongs. Instead of the obstacle course, the schools should provide some realistic and humanized assistance to prepare for the better way of life rather than act as a selective agency to keep some from achieving this higher plane of participation. . . .
G. D. McGRATH in *Peabody Journal of Education*.

MARKING *routine creates* *teacher* OVERLOAD

By
VAN MILLER and others

THE PRESENT marking systems in various schools represent one of the administrative bottlenecks to curriculum development. Originally set up to serve the curriculum, marking systems have become part of the traditional framework within which school programs are carried on and within which many unthinkingly feel curriculum development must be conducted.

Are teachers and parents and pupils so accustomed to the marking system and actually so indifferent to it that it is continued without any serious questions about it being raised? In a study involving teachers representing eighteen different schools which had pupil enrolments ranging from 112 to 1,400, the writers found general dissatisfaction with present marking systems—but received very few suggestions for improvement or change.

The time teachers put in as clerks, recording and reporting marks, might better be used in planning and directing learning activities of boys and girls. The teachers responding in this study each marked from 18 to 250 pupils in elementary-school situations and from 50 to 835 in high-school situations. (The 835 pupils marked were in gymnasium classes.)

Most of the schools reported six marking periods of about six weeks each for the year and no school represented indicated fewer than four marking periods per year. The total number of marks issued in each marking period by the elementary teachers reporting ranged from 142 to 2,104 and from 90 to 500 for high-school teachers. This number does not include any daily

record of marks which teachers keep in class record books and from which the term marks are computed. Nor does it include eligibility reports, deficiency reports, special reports for advisers, and other extra clerical work of similar nature. Most teachers—particularly elementary teachers—are overloaded with grading routine.

The responses on items related to marks as incentives represented confusion of opinion. The majority of respondents felt that grades should not be a major incentive. However, in most of the high schools represented marks were stressed through use of an honor roll. This was not true of the elementary schools included in the study. High-school teachers who had closest contact with the National Honor Society were generally opposed to it and felt that there was no particular value in the organization, while such an organization for elementary pupils was emphatically opposed by the respondents.

The opinion on whether eligibility for extracurricular activities should depend on marks was divided. But the majority of those replying felt that eligibility based on marks should be considered especially in athletics. Does this indicate a subconscious envy on the part of subject-matter teachers of the attention and publicity and time which athletic activities receive and hence a desire to have some control over the activity? Or is it simply the result of being accustomed to such procedure?

There was divided opinion as to whether marks caused undue dissension among pupils. The opinion seemed to be that most

dissension occurs in the upper-ability group. If this is true it may indicate an indifference and resignation to marks on the part of average and low-ability pupils. In such case it would seem that those who need incentive the most are not stimulated by the marking system and that those who need incentive least find the marking system a source of dissension.

In the responses there was evidence of a general lack of any definite school philosophy applicable to marking low-ability pupils. Generally speaking, it is the teacher who decides the status of the below-average pupils. This decision is generally reached privately and secretly and is occasionally accompanied by a feeling of guilt where the teacher feels he has made a decision unfair according to the system but defensible in terms of what happens to the pupil.

In some of the elementary schools there is a tendency to technical or social promotions which are justified, not as the best thing for the pupil, but rather as the best thing for the pupil under the existing marking system. Possibly such promotions represent expression of a subconscious sympathy for the child who finds school distasteful but who has no other way out under the compulsory education laws. Technical and social promotions are not reported for the high schools in the study. By the time most of such pupils have reached high school they have also reached a chronological age that permits them to drop out of school.

In a sample as small as that used in this study it is inappropriate to report indication of trends. From evidences presented of changes made within the teaching experience of those reporting, and of changes being discussed currently, there would seem to be movement from percentage marks to letter symbols to "satisfactory" and "unsatisfactory" to use of anecdotal reports and parent-teacher conferences.

There is surely a decline in the use of the

"normal curve" and of the "perfect score." This may mean that teachers are marking more in terms of pupil achievement in relation to capability. Teachers replying generally agreed that achievement tests were not sound as the main basis for determining promotion but should be used as measures of acquisition of skill or content and as an appropriate factor in total evaluation of pupil progress.

There is need for ample discussion, with teachers, parents, and pupils all participating in an effort to determine the meaning and value of school marking systems now in operation. Such discussion should also raise the question of purposes to be served by marking systems. If anything like the present marking system is to be retained, answers must be found to the adjustment of the system to the individual differences of pupils. And relief from excessive clerical work must be available to teachers so that they can devote themselves more completely to planning and directing the learning activities.

EDITOR'S NOTE

Many teachers are dissatisfied with the present marking systems in their schools, according to a study made by Dr. Miller and four collaborators. Marking takes a great deal of the teacher's time that should be devoted to instruction—and it is doubtful that marks provide the hoped-for incentive in the case of either superior, average, or below-average students. Dr. Miller is associate professor of education, University of Illinois at Champaign. Cooperating with him in this study were Fred O. Bohn, superintendent of schools, Kings, Ill.; Orloff Hicks, principal of Lincoln Elementary School, Rochelle, Ill.; and Richard Lowe and Stanley Roe, teachers in Rochelle, Ill., High School.

HOLD THE LINE

on Professional Standards

By
HAROLD E. CRIPE

AN ACUTE shortage of teachers is being felt all over the United States. In 1947-1948 about 4,000 emergency certificates were issued to persons in Wisconsin alone. These "unlicensed" teachers are teaching in the rural and graded schools of Wisconsin. By 1955 an expected load of 5,000,000 additional children will fill the elementary schools of America. With an average class load this will call for about 200,000 additional teachers.

Educators throughout the land cite figures like this and lapse into a frenzy about immediate teacher recruitment programs to fill ranks to overflowing. Little immediate thought has been given to any planned-screening-for-fitness program for future teachers of America. In our misguided zeal to insure a teacher for every classroom the floodgates are opened for all comers to the profession.

Small training schools have in some instances mailed attractively printed brochures to every member of spring graduating classes in nearby villages and towns. By this token then, any high-school graduate is a potential teacher of children.

Should it be so easy to enter such an ancient and honorable profession? Have educators not yet learned a lesson from the World War I era when an acute scarcity of competent teachers lowered standards below desirable minimums? As a result children of two generations have been the tragic victims of some of those unassimilated, ill-prepared mediocres who entered the profession by the back door during an emergency situation not unlike the exi-

gency which now confronts education. Will leaders of the profession stand idly by and permit a blundering repetition of the same error? Will future generations of growing citizens be penalized by our careless indifference toward the calibre and training of those who seek admission as new teachers?

No other trade or profession is so outwardly alarmed about the present scarcity of workers in its field. While educators pound the drums for new recruits to fill vacant ranks they wonder simultaneously why teachers cannot match their wages on an equal basis with pay for scarce craftsmen in the trades.

The answer is painfully obvious! Supply and demand have functioned normally. Have the skilled trades opened the flood gates in their apprenticeship training programs? Does medicine lower the required training periods for licensed physicians, or permit quacks to practice medicine with some emergency license? Have any of the other great professions filled their ranks to meet present acute needs by lowered, substandard, emergency qualifications? Quite the contrary is true. Standards for entrance actually have been raised in many fields of endeavor. Only the competent can meet these newer and exacting standards of other professions. As a result these professions will be strengthened from within during trying times by an influx of new, high-calibre, carefully screened entrants. Those whom they serve in the future will receive correspondingly high standards of professional service.

Will the same be true of educational services rendered within the next several decades? Standards of professional service will never rise higher than the source of these professional services—namely, the individuals who will render the services.

Nearly decent wages for teachers at the present moment are not the result of a sudden awakening of the public sense of responsibility toward the schools. Higher wages came not from any spirit of philanthropy toward the schools. Expenditures for liquor and tobacco still rank 3 to 1 over appropriations for public education in America. Naturally, higher wages resulted from the old, immutable law of supply and demand. How will teachers fare when supply again meets demand? Were previous wages paid to teachers by local communities and the nation at large an index of the worth and value of teachers in general? Will horse jockeys again be paid more than the nation's best teachers?

The laborer is truly worthy of his hire. Fundamentally, how worthy shall the laborer be? The history of teachers' salaries has been sorry enough in the past—and yet educators at the moment are compromising the situation by lowered professional standards to entice raw recruits into the fold—recruits who within a decade will determine the quality of teaching which the lay public will evaluate and pay for.

Teachers who take the initiative in calling a halt to a vicious cycle by demanding better standards *now* for potential candidates in teaching may be charged with selfish, personal motives. If the desire to protect future generations from the blighting ravages of mediocre or poor teaching be a selfish motive, then only will the charge stand up under close scrutiny. Are teachers less selfish if they go all-out, and by every device lure and ensnare all types of possible misfits into the profession merely to fill vacant ranks?

Almost as tragic as an empty classroom is a classroom presided over by a half-

trained, grossly inadequate, time-serving teacher. Assuredly the profession seeks a teacher for all children; but let us collectively seek and provide a good teacher. The task is a professional problem.

Why be too concerned about immediate numbers of future teachers of America? Let all teachers, with all parents, be more concerned about the quality of those who shall be chosen to preside over America's schoolrooms. *Now* is the time to hold the line on requirements for better teachers. A little foresight and common sense now about recruitment policies will prevent a future catastrophe which threatens to engulf few other professions except teaching. Proper education of youth appears the last hope of a muddled world. Such demands upon education are not likely to be met by haphazard, loosely-screened, sub-standard teacher candidates. Even the best may not be good enough at such a late hour.

What are future needs for new teachers? How many candidates should be recruited yearly to fulfill these needs? In most states no real attempt has been made at such an elemental beginning in an attack upon the problem. If approximate needs have been

EDITOR'S NOTE

Panicky efforts to meet the teacher shortage by lowering standards and accepting "half-trained, grossly inadequate" teachers into the profession in large numbers will lead us to a catastrophe, says Mr. Cripe. Such a haphazard solution will hasten the day when teachers' salaries drop again to a meager level. But it also will result in a dangerous lowering of the quality of education that our young people receive. The only solution that anyone will thank us for in the end, Mr. Cripe believes, is one that includes high standards for recruits. He is principal of Fratt School, Racine, Wis.

ascertained no fundamental attack has been made to regulate supply. Surely, at this stage of an upsurge plans for limited recruitment and training on a higher professional level should have gone beyond the blueprint stage. Exceptions are the rule.

Future generations of young citizens, and their parents, too, will thank us if we act

now to set better standards for teaching candidates. If we fail at this opportune moment the maledictions of a badly taught generation will rightfully fall upon all teachers. Other professions have long since begun to strengthen their fortresses from within. Will teachers see the danger in time, and act to protect and strengthen the small gains made since 1940?

♦ FINDINGS ♦

SUMMER RECREATION: Summer recreation programs for pupils were conducted by 141 school districts of the State of Washington in 1948, says *Education in Washington*. In 50 of the districts, some form of camping was offered. Among the varied activities featured in summer programs, swimming, the most popular, was reported by 124 districts. Team games, reported by 116 districts, were second. All but one of the 116 districts had organized leagues and tournaments in various sports.

CURRICULUM: A majority of Dearborn, Mich., teachers who expressed an opinion upon the city's elementary-school curriculum consider it satisfactory. But no such vote of confidence was given the Dearborn secondary-school curriculums, according to *Staff Newsletter*, bulletin of the city's school system. The teachers voted the junior-high-school curriculum unsatisfactory by 3 to 1, and the senior-high-school curriculum unsatisfactory by 4½ to 1.

CONSUMER ED.: Consumer education is "gradually finding its way into the secondary-school curriculum of Ohio," says Alfred C. Jenson in *Ohio Schools*. In 22% of Ohio junior and senior high schools that cooperated in a recent study there are separate courses in consumer education. But 94% of the schools teach consumer education in some manner—usually as "correlated units or phases of existing subject matter." Business-education courses

lead among high-school subjects in the emphasis they place on consumer education. Other courses, in the order of their importance as mediums of consumer education, are: home economics, social studies, mathematics, science, arts, retail selling, and physical education.

FILM SHOWINGS: After 10 years of experience in developing a program of visual education, the Julia Richman High School, New York City, has expanded its use of films to where, in the first semester of the 1948-49 school year, 387 sound films alone were shown to 624 classes. Science led the other departments of the school with 99 sound film showings, reports Frieda L. Chrystall in *High Points*, and social studies was second with 82 showings.

HOMEROOM: A homeroom program was functioning in 76% of 215 Texas secondary schools that responded in a recent study, state J. W. McFarland and J. G. Umstattd in *The Homeroom in 215 Texas Secondary Schools*, a pamphlet of the Texas Study of Secondary Education. The chief purposes for which homerooms were used by the schools that have such programs were: guidance and counseling (67%); basis for activity program (45%); administrative and clerical work (44%); basis for student government (38%); democratic experience (38%); and morale (35%). In 29% of the schools, homerooms were used for "omnibus" purposes. In 57% of these schools, the teachers had had no special training for homeroom work. Teachers' meetings had provided the training in 33% of the schools. In 66% of the schools, planning of the general homeroom program was done by the principal or the superintendent, while in 35% the chief planning is done by student-faculty committees or the student council. But the planning of specific activities is done cooperatively by the teachers and the students in 89% of the schools.

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EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

TROPHY *High schools rate the teams and crowds at all conference games* for SPORTSMANSHIP

By NAIDENE GOY

HOW CAN WE STOP the destruction of school property before, during, and after athletic contests? What can we do to create better school spirit and sportsmanship? How can we foster better inter-school relations?

These and many similar questions have been raised by the members of the various student councils of the West Suburban Conference in the Chicago area—and they have been answered by the Sportsmanship Committee of Hinsdale Township High School, who sponsored a West Suburban Conference Sportsmanship Trophy project for the school year 1948-49. The project will be continued by the committee selected by the combined student councils of the seven member schools in the conference.

This spring, when representatives of the Illinois High School Association, which is the state organization sponsoring athletic contests and other extracurricular events, inspected the operation of the project, the secretary made the following report:

"An experiment is being conducted in the West Suburban Conference to improve crowd behavior at games. This experiment was originated by the Student Council of Hinsdale Township High School. It provides that a committee of three students from each conference school shall rate the opposing school at each athletic contest. Committee reports signed by the principal and the student council adviser are filed with the Hinsdale Student Council within 24 hours after each game.

"A trophy is presented after the final athletic event, the conference track meet, to the school which, on the basis of the

reports submitted, has displayed the best sportsmanship.

"Notable improvement in crowd behavior at games has resulted. There is an urgent need for more work along this line, and unless principals and coaches take the lead in developing good sportsmanship in their schools, the job will simply not be done."

The history of the trophy project comes first of all out of the realization that rivalry can build school spirit but wrong attitudes on the part of the students who create that school spirit can wreck good inter-school relations and foster poor citizenship.

In 1946, the Hinsdale Township High School Student Council, upon the suggestion of the students who had discussed the problems in homerooms decided to launch a project for the member schools of the conference—Downers Grove, Glenbard, Hinsdale, La Grange, Maine, Riverside-Brookfield, and York. Representatives of these schools conferred to make preliminary plans, and at the spring conference of the student councils in 1947, definite plans were made for starting a system of rating schools on sportsmanship.

By the spring of 1948, Hinsdale offered to provide the Sportsmanship Trophy to be awarded at the end of the 1948-49 sports season to the school in the conference with the highest rating for the year. The rating system was established and in full operation at the beginning of the football season of 1948.

During the evolution of the Sportsmanship Trophy project, three rating forms

have been used. The present rating sheet makes it possible to rate schools according to points, as a means of ranking and rating school spirit and attitudes of the student body in general—before, during, and following an athletic contest—and as a means of averaging scores of the member schools.

Within 24 hours after an athletic contest, each of the two schools involved submits a written report and rating sheet to the Sportsmanship Trophy Central Committee (at Hinsdale in 1948-49) and a carbon copy of the report to each other. Each school thus rates the opposing school after each athletic event. Each rating sheet is signed by the three committee members, the student council adviser, and the principal of the school submitting the report. The Central Committee acts as the coordinating group to revise rating methods, to discuss mutual problems, and to tally scores for all seven schools. This committee represents all student councils of the seven member schools.

During 1948-49 the Sportsmanship Trophy award was permanent and was provided by the Hinsdale Student Council. In the future it will be a revolving trophy purchased by the student councils of the seven conference schools.

Backed by the conference school superintendents, the project is the culmination

of work started by Don Chipman, 1948-49 president of the Hinsdale Student Council. The project has been developed with the assistance of Principal O. C. West of Hinsdale and the former Hinsdale Student Council sponsor, Mrs. Marie Phillips, who helped to lay the foundations.

Eugene L. Hammer, present Hinsdale Student Council sponsor, has worked with the various Hinsdale and conference committees in setting up a rating sheet that will make it possible for the Sportsmanship Committee, the sponsor, and the principal of each school to arrive at a score for each athletic event. Present ratings award points for five classifications—superior, above average, average, acceptable, and inferior.

The items rated and the scale of points are as follows:

Frosh-Soph team	— pts
Varsity team	— pts
Crowd before game	— pts
Crowd during game	— pts
Crowd after game	— pts
Average rating	— pts

Points as follows:

Superior5 pts
Above average4 pts
Average3 pts
Acceptable2 pts
Inferior1 pt

The rating sheet lists specific acts of poor sportsmanship as a guide for rating. Acts listed for basketball games, for instance, are:

1. Unfair or excessively rough playing by either team.
2. Excessive "booing"
3. Fighting between opponents—in stands, on the floor, or after the game
4. Damage done to the campus (of either school) or on the grounds and building
5. Excessive rowdiness
6. Heckling of officials
7. Rattling of a player during "free throw"
8. Heckling of players
9. Heckling of cheerleaders
10. Intentional "drowning out" or monopolizing

EDITOR'S NOTE

Of late, high-school people in various parts of the country have been deploring the rowdiness and poor sportsmanship at inter-school athletic contests. A group of high schools in an Illinois athletic conference has met the situation with a plan that puts both the crowds and the teams on their good behavior. Miss Goy teaches in one of the schools in the conference—Hinsdale, Ill., Township High School.

of cheers. (Not to be confused with a cheer simultaneously led)

11. Poor student body attitude toward the game's result

When the ratings are made known to the respective schools after every athletic contest by a report submitted by the Central Committee, students discuss their school's rank and are quick to point out that good sportsmanship is good citizen-

ship. Through the work of the student councils a definite means is instituted by the member schools to remedy and to improve any activities engaged in by cheering sections during athletic contests.

Members of the conference schools are pleased with the improved crowd behavior, and feel more and more that the entire student body is responsible for good sportsmanship—not merely the players.

Recently They Said:

We're in Show Business

Public-school administrators, whether we like it or not, are in the entertainment business. Last year the athletic teams of my school entertained almost 100,000 paying customers and my dramatic and music teams attracted about 6,000 more. A very substantial part of the time of public-school administrators and their staff is spent in preparing entertainment to satisfy their customers. . . .

We do not need a quarter of a million dollar stadium used six or seven times a year to teach physical education. Recently I made a survey of the W.P.I.A.L. and found out of 170 schools, 103 had lighted fields and 67 did not. Night football was not instituted because of our philosophy of education. We do not need elaborate stage equipment to teach dramatics. We do not need to invest \$6,000 in band uniforms to teach music. Let us admit that entertainment of the public is a part of our job. If we admit it, we will do a better job of control and regulation.—MARK FUNK in *Phi Delta Kappan*.

Such a Friendly Board!

Said Frank Heitzman, member of the Connell, Wash., Board of Education in 1946, "... If we want good teachers and want to keep them, we've got to lay off the kicking and herding and, like the Carnation slogan, 'Keep them contented!'" . . .

Social relationships among faculty and board members and families got off to a whirlwind start last year when three board members, returning from a fruitful elk-hunting trip, proposed giving the faculty an elk "feed." That was the first in what has turned out to be an annual affair. This year, the same school board hunting party returned with an empty bag and, rather than back out on their an-

nual event, two members donated a sizeable number of dressed turkeys for the affair. Annual board-sponsored faculty picnics are other means employed by the Connell board in expressing its friendliness and gratitude toward its faculty.

If you are a new teacher in the system, like to hunt geese, pheasants, or go fishing, you're bound to get an invitation from one, if not all of the board members. If, in the course of your instruction, you wish private transportation to carry a limited number of students to a distant point, you'll find a board member's car, with the member as a chauffeur, awaiting you.—MERRITT J. DES VOIGNE in *Washington Education Journal*.

Community College No Threat

No, the community college does not threaten to debilitate other phases of higher education. The traditional four-year, liberal-arts college will go its way. The junior college will not infringe on its traditional functions. As Robert J. Havighurst of the University of Chicago has recently pointed out, in discussing the social implications of the Report of the President's Commission on Higher Education, some colleges will become even more selective and exclusive than the exclusive colleges of today. They will look upon themselves as the bulwarks of "humanism" and "intellectualism." The liberal-arts tradition will be preserved, as it should be. There has always been room in this great country for both the liberal and the vocational concepts in higher education. The community college threatens neither, nor does it imperil or threaten to decimate them. But admission standards should be broadened and adapted to meet the new needs in higher education just as they were, a generation or so ago, at the high-school level.—F. A. FREDENBURGH in *School and Society*.

NO GYMNASIUM:

But Waterford High has continuous program of physical education—indoors and outdoors

By
HEWTMAN S. ORTIZ

THE VALUE OF a high-school physical-education program has been firmly established, yet there are schools without gymnasiums which fail to offer regular classes. Many well-meaning educators feel that the absence of a gymnasium frees them from the responsibility of any organized program in this field. For some administrators, a winning football or baseball team represents adequate achievement. Yet with or without a gymnasium, the need for physical activity exists in all high-school youngsters.

In the fall of 1947, we at Waterford Township High School found ourselves with a ten-room building, minus a gymnasium. With too many students and too little space, we began a search for the answers to three questions on the possibilities for physical education:

1. What can we do outdoors?
2. What can we do indoors?
3. What facilities in the community can we use?

Because our school administration believed that a physical-education program was possible, we found a way. Today approximately six hundred boys and girls attend our school in two shifts—and all are enjoying the benefits of daily physical-education classes.

Som facts about our physical plant seem in order so that the reader may appreciate that we, too, are operating under handicaps similar to those of other schools without adequate facilities. We have two dressing rooms, each about one-third the size of a regular classroom, located adjacent to the

boys' and the girls' respective lavatory areas. Each dressing room houses four showers at one end of the room.

A small storage space, across the corridor from the dressing rooms, has been converted into a basket room. Two students share each basket, in which they store their physical-education clothes between activity periods.

The double shift finds grades ten, eleven, and twelve in one shift, and grade nine in the other. Physical-education class loads range from thirty to sixty per period. Our outdoor playing fields are immediately accessible to the school.

1. What can we do outdoors?

When we began, our outdoor area consisted of goldenrod and sandburs. Today, through the maximum use of students during the physical-education class period and a cooperative maintenance department, we have a varsity football and baseball field, volleyball and basketball courts, high-jump and broad-jump pits, and space for speed-ball and field hockey. True, these fields and courts are not perfect, but they have served the purpose of offering maximum opportunity for participation to the greatest number of students.

The preceding paragraph presents a fairly complete picture of the scope of our outdoor program which is conducted throughout the entire school year. In addition to the major and minor sports which are played in their appropriate seasons, we offer archery, horseshoes, a variety of group games, running, and calisthenic exercises.

In the winter, unless sub-zero temperatures or rainy conditions prevail, we continue our outdoor activities.

For the boys this consists primarily of team sports such as Commando Basketball, Hand Soccer, and Commando Speedball. The latter game seems to be the most popular, since it is played in the snow and the opportunity to "spill" one's opponent is ever present. Students thoroughly enjoy the exhilaration which comes from the keen competition under unusual conditions.

The girls have their own group games and contests for this season. Most games and exercises that keep the groups in constant activity are enjoyed. Students have voiced the opinion that the fresh outdoor air offers a much-needed break in the school day and leaves them better prepared to study during the academic periods that follow.

Since a majority of our students are transported to and from school by bus we do not offer the usual after-school intramural program. This competitive outlet is provided for in our regular physical-education classes by conducting round-robin tournaments in the team games and single elimination tournaments in the individual sports.

The content of the activity program is based upon our philosophy that the pupil can achieve maximum proficiency and enjoyment only through the acquisition of the basic sport skills. We expect our students to play for fun, but minimum standards of achievement are expected in each sport. Founded upon this premise, our grading system features individual skills tests in each sport, written rules tests, plus a subjective grade based upon the player's performance in a game situation.

Interscholastic athletic teams also form a basic part of our outdoor activity. Both shifts offer opportunity to participate in football and baseball. We believe that respect for opponents, officials, and rules of the game should be a part of our athletic

instruction. The winning or losing of games is secondary to the values inherent in each. Sports belong to the youngsters who play and the students who cheer. We are not conducting a show for the purpose of earning money. Spectators pay no admission charge to our home games. It is assumed that interscholastic athletics are a valuable part of our physical-education program and are to be supported as such.

2. What can we do indoors?

Throughout the year, variations in weather compel us to continue our classes indoors. This calls for a program flexible enough for us to switch from one activity to another, yet continuous enough to provide for the proper learning. We maintain this continuity by offering three types of indoor activity. They are self-testing and chair stunts, calisthenic exercises, and tumbling. Most of these activities are carried on in the lavatory or dressing area. These rooms allow enough space for three (4' by 6') mats to be laid lengthwise, with the students lining the edges. Good safety and "spotting" habits are formed as the pupils are forcefully impressed with the necessity of helping the other performers in such close quarters.

EDITOR'S NOTE

"We at Waterford Township High School," writes Mr. Ortiz, "feel that if physical education is of value for students in schools with gymnasiums, then every effort should be made to offer a program for those who are not so fortunate. Our success in developing a program makes us feel that many schools neglect physical education because they do not know how much can be done without a gymnasium." Mr. Ortiz is director of health and physical education in the school, which is located on Rural Route No. 7, Pontiac, Mich.

These indoor sessions have opened up a whole new sphere of learning for a majority of these youngsters who, for the first time in their school lives, have taken part in an organized physical-education program. They enjoy comparing their strength and ability with others through the medium of self-testing stunts and exercises. They are fascinated by the novelty of tumbling and amazed at the variety of stunts to be mastered.

Mr. Hackett, our ninth-grade boys' instructor, has introduced two new activities which have met with enthusiastic acceptance by his group. They are Box Hockey, which furnishes keen competition for two, and a "Peg Board"¹ which is anchored high on the dressing room wall.

Some days quiet games, such as chess and checkers, are offered as part of our regular classes. We feel that a variety of games with a high carry-over value best help to meet the needs of our particular group. A few pupils each day may have legitimate reasons to be excused from the regular work of the group. We find it profitable to assign these people to the library for study and outlining of prescribed chapters from health and sports books. Last year, when more classroom space was available, we often combined classes and conducted square and modern dancing sessions.

"Health and physical education" is one field. To separate the two is contrary to good educative practice. Yet many schools conduct one and not the other. Too often it is the area of health instruction which is left out of the curriculum. Only by introducing health and first-aid instruction into our program could we sincerely meet our obligation to the students. Last year, Mrs. Isaacson taught a Red Cross First Aid Course to all the high-school pupils. This year we are introducing a health course at the ninth-grade level.

¹ Resembles an oversized cribbage board. Object is for a boy to climb to the top by placing pegs in the next higher hole and pulling himself up.

To teach health and do nothing about it is also poor education. So, not to be condemned for the latter, we have adopted a suggestion by Miss Blair, our ninth-grade girls' instructor, and we are in the process of Snellen testing the eyes of everyone in school. Deviations from normal eyesight are made known to parents by means of a form letter, which must be signed and returned. This "follow-up" program has already been instrumental in obtaining proper doctors' examinations and care, for a number of children.

3. *What facilities in the community can be used?*

In considering what can be done by the school without a gymnasium, we must not lose sight of the value of surveying the community for facilities which might be used to add new activities to the program. A local bowling alley has furnished more than one hundred of our high-school students with the opportunity to bowl once a week in a school league of their own. The local Red Cross Chapter, through the efforts of Mrs. Isaacson, has obtained for us the use of the Pontiac High School swimming pool. For the past two winters she has conducted a ten-week swimming and life-saving course for more than sixty of our youngsters. These activities have proved so popular that we cannot provide for all who wish to participate. But through the generous efforts of Mrs. Isaacson and others on our teaching staff, we have tried to do the best with what little we have.

What we are doing in physical education at Waterford Township High School is merely an example of what *can be done*. To have a gymnasium is an educational luxury, not a necessity. To dream of tomorrow's building program and neglect today's reality has been a common mistake for many schools. High-school students need a physical-education program *today!* Don't wait until tomorrow!

"EVERY DAY WE MOLD LIVES"

Miss Gaylord tries
Bipple's new ideas

By
MARJORIE S. WATTS

PROPPING her back against the blackboard in the hope of lasting out the remaining fifteen minutes of the session, Miss Gaylord faced a depressing fact. She wasn't dynamic enough. At 2:30 on the second day of school in September her personality sagged as undynamically as a ruptured bed-spring. If she hadn't in pure cowardice set Grade 8, Division B to studying homework, she'd have "z-z-zinged!" apart. Studying? A restlessness as audible as a riveting machine, as intangible as ozone, pervaded the room. There were undisguised clock watchings, snootings at one another, and due to the immediately preceding episode, that back-breaking straw, there were furtive pantomimes of washing a window.

She wasn't fooling anybody. It had been a swell day but not for teachers. So all right. Better admit tacitly that you're sunk than fall flat on your face. "Get off to a good start. Beginnings are important," the principal had exhorted in faculty meeting the day before school opened. She was off, sure enough.

You could always tell by his oratorical style when Principal Bipple had been exposed to an education course. Most of the year he was a grim little administrator strutting through a maze of duties, driven one step forward by his ambition and pushed two steps backward by his incapacity for the job. But during a summer at Teachers College he gulped his fill from the fountain of pedagogical wisdom, and contact with educational gods gave him a shot in the arm. In a brief ecstasy of self confidence he passed on in his open-

ing remarks to the staff the sundry maxims intended to stimulate.

"Inspire your students to live democratically!" he had cried, springing into the air with forefinger upraised. "Encourage them to exchange frank statements on the vital issues that confront us all. Any teacher who uses the question method today is living back in the dead past! Fearless open discussion is the democratic way of life. And remember what Erasmus said: 'To frighten an entire class is easier than to teach one boy properly.' Guide them to confidence in themselves! Be dynamic!"

In this pep talk a single item had pricked up the jaded faculty ears because it wasn't a trade cliché. Miss Jenks, more curious than discreet, inquired, "About asking questions, now, Mr. Bipple. You mean—we can't ask questions? They can't ask questions?"

He was ready for her. "Questions," he divulged, "do not reflect their daily living. In our everyday situations we commonly speak in statements. Be realistic!"

"Well, now, how, for instance," she unwisely persisted, "how could I find out about this new wrinkle without asking you a question?"

"My wife's daily living sure is behind the times," the mechanical-drawing teacher wisecracked.

Into the explosion of laughter Bipple shouted, "Let us be serious! Every day we mold lives!"

It takes the edge off your dynamic intentions, though, if the unearthly clang of the fire alarm breaks in on the Lord's

Prayer. Fire drill on the second day? During opening exercises? The heads of Miss Gaylord and all her eighth graders jerked up in involuntary irreverence. Shuffling feet and excited voices crescendoed in the corridor. Miss Gaylord stuck her head out of the door sniffing. No smoke. Just bedlam. Rules for filing out during fire drills hadn't yet been issued. Motioning her charges to fall in, she headed for the nearest exit leading an impromptu snake dance in and out among the milling divisions of her confused but palely resolute colleagues. Through the melee Bipple crashed his way like a man carrying a frantic message to Garcia, his arms thrashing in some incomprehensible semaphore, his lips moving in words drowned out in the din. As he pushed past her she caught the panted phrase "crossed wires."

On the sidewalk Miss Tooner clutched her arm. Miss Tooner dragged through the school year in a maddening lingo with the "Let's call them the 'Leisurely Moving Group.'" Having at the same moment reached the street and the end of her rope, she relieved herself by shrieking at Miss Gaylord above the babel. "Why didn't you use Exit 4, same as last year? If there'd been a real fire there'd have been a real panic!"

"This isn't a bad imitation!" Miss Gaylord shrieked back, coincidentally discovering two of her more enterprising boys scaling the tall iron gates by the steps.

As the bell clamored for return to the building, she reached high with both hands toward each climber, felt an ominous underarm ripping. The news that she wouldn't be able to write on the blackboard the rest of that day added to the vigor of the jerk she gave those two feet. An unwritten rule about passing in single file failed to cover this particular emergency realistically. Clamping a hand on the shoulder of each culprit, she drove boldly forward to Room 210 in a phalanx of three.

It took half the morning for the exhilaration to die down. But eventually every youngster did become absorbed in a Vital Issue, namely, trade unions. There'd been a strike in the local brass works, which employed many parents. The children were doing all right swapping old-fashioned questions and answers about family experiences when Miss Gaylord was bitten by her frequently irresistible impulse to try out one of Bipple's theories.

Tony had just stated, "You don't have to picket when your firm's on strike. My father didn't."

"What did he do?" Mike asked.

"Er—Mike—" Miss Gaylord interrupted gently, "try making that question into a statement, will you, please?"

"Statement?"

"You know. A sentence with a period, one about what you think Tony's father may have done."

"Jeepers, Miss Gaylord, how do I know what he done? That's why I asked."

"What he *did*, Mike. Can't you think of anything he might have done instead of picketing?"

"Sure, but jeepers—"

"Well, try it, then."

"Okay." He sighed in gusty resignation. "Tony, I suppose your father worked right along all through the strike."

Tony was usually a most amiable boy, but he now felt that the family honor was at stake. Swelling to half again his size, he made a realistic statement. "Cert'n'y he did." He doubled his fists and growled an untheoretical question. "You wanna make sump'n of it?"

"Yay, Tony!"

"Yay, Mike!"

In a body Division B leaped to their feet and into the daily life situation of taking sides in a good fight. They moaned in disappointment as the bell rang for lunch and Miss Gaylord spoiled everything by disentangling the two contenders.

Passing near the scene of action as the

class scrambled out for lunch, one of the girls spat out a taunt: "Some people's fathers are yellow!"

A second girl enveloped Tony in a long-lashed glance and cooed, "I think your father was real brave."

"Run along!" Miss Gaylord shooed the last stragglers through the door. "Now, boys, this is all my fault. It wasn't important whether you talked in statements or questions. So shake hands and go eat lunch together. How about it?"

"Sure, what the heck?" agreed Mike.

Tony shook his head vigorously. "I go home to lunch."

"Oh, so you do! Well, shake anyway."

They touched fingers limply, but Tony yelped, "Hey, leggo, will ya?" and hurled himself into the corridor.

Mike whistled reverently. "Is he ever sore!" he mused, sauntering forth to the cafeteria.

Miss Gaylord had been thankful that Tony didn't bring his smouldering presence back after lunch into the hectic session which followed. Bipple commandeered the loud-speaking system and droned a five-minute review of the fire drill. Three times the classroom phone rang with messages from the office. As Miss Gaylord answered the third call, a window rattled open, and the room teemed with buzzing and snickering. Silhouetted against the sky, a janitor behind in his summer work casually rose on a ladder and proceeded to wash the window. There were two others just as dirty to which he soon turned his attention. Now, it is axiomatic with eighth graders that the unscheduled appearance of a plain guy in overalls minding his own belated business is funnier than twin Henry Morgans. In competition with such a phenomenon the principal parts of "lie," corny stuff at best, are just a dud.

"Coming up in life, Sam?"

"So now we're gonna be blinded."

Titters and guffaws.

Sam moved nonchalantly on to divert

EDITOR'S NOTE

Opening day is always rugged enough, without any complicating factors like the big thoughts that Principal Bipple had dragged back from his summer education courses. Miss Gaylord couldn't resist applying one of Mr. Bipple's new ideas in class. The resulting carnage is duly recorded here. Miss Watts formerly taught at Bloomfield, N.J., Senior High School. She left teaching to devote her time to freelance writing of articles and short stories.

the next classroom, but at this point the axe that had been doing a Damoclean dangle all day swooped down. "We will open our books," quoth Miss Gaylord as one passing an edict, "and do homework the rest of the period!"

Two thirty-eight. Longingly she eyed her desk chair. Maybe if she kept on impaling certain individuals with a threatening look, she could sit. But just then the door opened and disgorged Bipple wearing his toothy Public-Relations smile. In the shadows of the corridor behind him lurked a large, dark figure. With his back to the class Bipple engaged her in a low-voiced conversation. It seemed that Tony's father had called at his office to ascertain certain fighting facts about students' nosing into family affairs. His particular peeve was Mike, with the teacher running close second. It was nobody's unexpurgated business what he did during a strike or any other profane time.

As Bipple translated all this into proper pedagogical jargon, voices in 210 rose excitedly, and here and there somebody shot up and stretched his neck toward the doorway, then made gleeful throat-slashing motions in Mike's direction. Bipple's voice rose, too. Miss Gaylord waved a hand for quiet. Tony's father planted one heavy

foot inside the room and hoarsely demanded, "What kinda education is my kid gettin' in this outfit?"—a line that was greeted by enraptured mirth. Bipple maneuvered the visitor back into the hall in a series of swift pats, as if he expected to burn his fingers, and conveyed the general idea that he'd entered off cue. Miss Gaylord tried waving both hands.

"Now!" Bipple resumed his muttering in the comparative lull. "I don't wish to question your methods, Miss Gaylord, but—"

A girl tearing around the room after a boy who'd grabbed her compact stole the act and raised cheers. Bipple revolved like a weathervane in a hurricane and threw up both arms. "QUIET!" he screamed on an uncontrollably realistic impulse. "Shut your mouths or you won't get out of here till five o'clock!"

The stunning silence was shattered by the closing bell. In a mass migration 210 emptied, with Mike doing a jet propelled flight way out in front. Bipple sank with a

thud into Miss Gaylord's desk chair and rested his head on his hand. He didn't speak or move.

She turned toward the corridor, hauling up a deep breath. Hadn't William James guaranteed a second wind down there somewhere? Just let him make good and taming an irate parent would be all in the day's work. Her hair-do was a honey, and so was her dress—if she held her right arm low. She could still smile and tell Tony's father what a wonderful kid he had and mean it. It was an approach that had never failed yet.

Over her shoulder she glanced at Bipple slumped where she had longed to slump, and she was unprepared for the prick of pity she felt. He was just a sucker for great big slogans which he never tried on for size. It knocked him for a loop that he'd climaxed a dizzy day by letting Erasmus down. Closing the door behind her as softly as on a napping child, she beamed on the formidable visitor and held out a cordial hand.



In Bare Poetic Feet

By DONALD S. KLOPP

Blessings on thee, little girl,
Barelegged miss with skirts awirl.

With thy turned-up pantaloons
Stored in trunks in Grandma's rooms;

With thy red lips, redder still,
Smudged by moonlight on the hill;

With the sunshine on thy face,
Bought at Schulte's by the case;

If thou hast more than meets the eye—
Then man is blind to symmetry.

Queen thou art in jukedom's hive—
Lindy, Shag, Sweet, or Jive.

Bobby-socked and lessons done,
Beat time to Frankie, bubbling gum.

Let the million-dollared ride
(While you dream you're by their side).

Thou hast more than they can buy—
Bought "on time" by some poor guy.

From my heart I give no joy:
Your dates made me The Barefoot Boy.

THE "SPARK"

Checklist to "test
your battery"

in GOOD TEACHING

By CHARLES BRODSKY

IT IS AXIOMATIC that practically every teacher does some one thing especially well. Even though the teacher be quite ordinary in many ways, there is usually one thing or more upon which he can and does pride himself in his teaching. Perhaps one teacher is especially good in drilling his students in certain sets of facts. Another manages to get his students to turn out impressive projects. A third never experiences a discipline problem in a school that is noted for them.

This is a most healthy thing for all of us teachers. We are glad of any successes, both for our pupils' sakes and our own well-being. It would be a mistake, however, to assume from this that we are "master teachers" or even good teachers.

That there are not more really brilliant teachers is indeed a pity. Many of us could reach a stage in the art of teaching which would astonish and delight both ourselves and our students.

I would like to present two reasons for the complacency of many of us. First, we assume we're doing about as well as the situation warrants. Second, many of us, shut up in our own classrooms, have no real idea to what heights the art of teaching can rise and does rise—perhaps in the classroom right next door.

What is it which really makes the master teacher? It's a certain "spark" in his teaching. It's not easy to define that "spark" for it certainly is not the result of one certain technique or manner. Yet it appears over and over again in the classes of every teacher who makes education a genuine treat for his students.

Let's see who are the teachers with that

"spark." They're all kinds—young, middle-aged and old. They're fat and thin. They're teachers who carry extra jobs after school hours and those who go home to relax and prepare for the next day's work.

Your teacher with that "spark" may be found in physical training as well as social studies, or in any other field. He may or may not be active in teachers' professional organizations. This teacher may be married or single. Nor are the personalities of these teachers the same. The master teacher may be the one who pours on the charm and floods the classroom with words, or he may be the more quiet type.

No teacher can excuse his lack of that "spark" on the basis of environmental conditions nor claim it on the same grounds.

Now, how does a fair-minded teacher recognize whether he has that certain "spark"? Why not check yourself on the following?

1. Do you forget everything else while you're in that classroom except what's going on in that room?

2. Do you *really* have fun in the classroom? (This should be true even though you may question teaching, education, your efficacy when away from the actual learning situation. You're human.)

3. Do your classes really enjoy being in your room? Do they feel that something new and different might happen during each class period? At the same time do your students feel how sincerely interested you are in successful classroom work?

4. Does each student feel at ease with his fellow students and with you?

5. Is there so much work going on, so vital to the youngsters, that they can't help

EDITOR'S NOTE

Mr. Brodsky calls it "spark." You can't always recognize it in the teacher himself: "Yet it appears over and over again in the classes of every teacher who makes education a genuine treat for his students." So in testing yourself for "spark" with Mr. Brodsky's 18-point checklist, you will find that most of the points concern the atmosphere of your classroom. The author is chairman of the social-studies department of Central Commercial and Technical High School, Newark, N.J.

but talk excitedly to each other from time to time, even while you're trying to get them quiet?

6. Is there a lot of humor and playfulness in your room?

7. Do you plan your work with the youngsters so that all of you know where you're going and what you're trying to do?

8. Do you really vary your methods to suit each group and each student? Do you reach into your bag of tricks to get each of those kids in your class working hard at something at which he can be successful? Do you really think about the youngsters as individuals? Do you use every resource—recitation, dramatics, films, records, trips, to enrich the understanding of that class?

9. Does your mind answer "Nonsense" to your fellow teachers who grumble that "the kind of kids we're getting in the school now are so poor in reading, in home background, in study habits, that you can't do anything with them. Why knock yourself out trying?"

10. Do youngsters open up in class with problems and personal experiences that are unexpected? Is there a group of students that crowd around you after class to continue a discussion for which the class

period never seems to have enough time?

11. Are you always discovering new talents in the ordinary student?

12. Do your youngsters tolerate your apparent disregard for marks but work their heads off for some inexplicable reason, like trying to do the job because they like it and want to win your acclaim and that of their fellow students?

13. Is there an atmosphere of friendly give and take in the classroom, with plenty of student participation?

14. Are your students aware of your scholarship but quite ready to challenge any part of it without fear of your making it a personal issue?

15. Are you big enough to spend a lot of your time on little things like searching for a certain poem to show to a youngster, or meeting him in the library to locate a certain source?

16. Do you get a real "kick" out of the small successes you achieve, like getting a shy youngster to talk before the group, or getting a group to take a trip to a factory or institution, or getting a student with a dislike of academic work to say "Boy, I used to hate history!"?

17. Do you find that you never have to think about trying to get the respect of your group because it comes naturally out of the affection the students in your classes have for you?

18. Do you find yourself telling your wife, husband, or other members of your family about your daily school experiences in a way which makes them envy you your fun and usefulness? Or do your comments provoke sympathy or disgust?

If the answers to all these are generally yes, you're lucky—and so is your community. If too many of your answers are in the negative, there is plenty you can do about the situation besides saying "I'd like to put the bird who wrote this in my classes to see how he would talk then."

ASSEMBLIES

*A school discovers
its student talent*

or Concentration Camps?

By

WILLIAM G. MEYER

BY THEIR assemblies ye shall know them" may be said of today's high schools.

While some institutions inspire their students with excellent assembly programs, other schools blindly sin against their young charges by submitting them to weekly mass meetings which insult the intelligence and emotions of even the youngest learner. Many assemblies in American high schools are glorified concentration camps, with unthinking teachers as "S.S." guards to pounce upon "misbehaving" pupils who protest against boredom and stupidity in high places by squirming, whispering, or sleeping.

The pupils' Enemy No. 1 is the long-winded principal who believes himself to be an orator because of his degrees in education and his ability to make routine announcements. Another bore is the "cheap" speaker who covers up his emptiness with a barrage of hollow words. Young lives who thrill at beauty are served stones instead of bread. The sloppy, unartistic, meaningless, ill-prepared assembly program is a reflection of the cultural poverty of today's educational leader. Schools of education that prepare such untalented persons for their responsible positions also share in the blame.

Believing that assembly programs could be inspiring as well as educational, the writer rolled up his sleeves and put his theory to a test. The Greeks had taught him that "the Beautiful is not easy."

Eighteen interested students responded to an invitation to form a stage band. I obtained musical instruments for some vol-

unteers, trained others, and learned much myself by arranging all selections for this unique orchestral combination. Rehearsals were held Saturday mornings in the school auditorium or the local movie theater. The sole purpose of the band was to provide living assembly programs by presenting talented fellow students to their own schools. Once a week, singers, dancers, comedians, artists, poets, budding dramatists, and instrumental soloists were given an audition. A student committee chose the individuals who were to appear on the next program. Another group of volunteers served as stage hands after receiving instruction in lighting effects and stagecraft.

After much effort and numberless rehearsals by band, soloists, and stage hands, a program was presented to the assembly. The beaming faces of participants and the

EDITOR'S NOTE

Mr. Meyer holds that the assemblies in some high schools are more or less a cruel device for inflicting boredom upon the helpless young—and that something can be done about it. He tells about the success of one school in making its assembly programs sparkle. The key to the problem was the discovery and development of student entertainment talent. The author is a member of the faculty of New York State College for Teachers, Albany, N.Y.

endless applause of the audience proved that the experiment was a success.

Parents became so interested in the project that they came to see the same program in a local movie theater, where the students appeared on Friday nights. The following year a full-time music teacher was employed, and talent programs were expanded.

Other schools heard of our success and invited the stage band and its "stars" to appear before them. The only price the youngsters charged was an "exchange program." The school visited had to organize its own program and repay the visit.

Thus inspirational and educational as-

semblies were multiplied at home and in other schools; the arts came into their own and were again respected; student talent was discovered, encouraged, and rewarded; a new morale entered the student body. A wonderful by-product of the exchange visits was a growing friendliness among neighboring schools, a friendliness that had to overcome real enmity, a residue of lost football games.

Assemblies can be killers of student morale or golden opportunities for developing student talent, providing hours of inspiration and happiness to all. The Beautiful may not be easy, but her rewards are exceedingly great.

♦ "IN MY OPINION . . ."

This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows. Ed.

To the Editor:

As both a reader of and contributor to THE CLEARING HOUSE, I was a little disappointed this year in the nature of the articles in the journal. They appeared to follow too closely the conventional line of educational thinking. This has certainly not been the case heretofore. I have regarded THE CLEARING HOUSE as the only publication of the type which has been a magazine of controversy—the organ of the common man in the public schools, the single ray of hope.

I do not know whether or not the prevailing educational theories and practices represent the opinions of the majority of classroom teachers (I hope not) but I am at least confident that a substantial minority of the most thoughtful classroom teachers disapprove of so-called progressive education and the various outgrowths of, or manifestations of, it as they are actually put in effect in the schools. I think it most likely that what we see in the field is not "progressive" education but a corruption of it. Again, I hope that such is the case.

But we in the field are dealing with a condition, however pure the original theory may be. And

anyone with discernment can see that this so-called progressive education has been imposed upon the schools from above. It is, by and large, not the teachers who have brought "progressive" education (whether in corrupt or pure form does not matter here), into the schools but the professors of education, working down through their satellites, the local superintendents and principals—who are nearly always interested in being not on the right but on the winning side, who speak constantly of being "in line with the thinking," or of the opinions of "recognized" educators. They wish to be, and are very firmly on, the bandwagon.

Now I don't want to see THE CLEARING HOUSE on any bandwagons at all but, true to the name, a genuine clearing house of opinions and ideas. Please don't orient your thinking about the transitory opinions of the fellows up in the front office or the ivied towers. They aren't seeking the truth; they're ingratiating themselves with their employers.

I hope, therefore, that THE CLEARING HOUSE will remain an organ of free opinion, never seeking the favor or fearing the censure of the brass hats of the public school system, but always searching for the truth.

Conner Reed
High School
Port Angeles, Wash.

Ed. Note—We haven't changed our policy during the past year. If we climbed on any bandwagon we still are unaware of it.

CAUGHT MAPPING:

Students Learn by Making Their Own

By C. H. WOODRUFF

HER PAINT BRUSH charged with aquamarine, Mary carefully touched in Lake Tahoe, and the relief map was finished. California, from the tiptop of Mt. Whitney to the depth of Death Valley, from Oregon to Mexico, was spread at the feet of the seventh-grade pupils, complete to scale.

Made of papier maché on a base of one-fourth inch plywood, tinted with poster colors, the map portrayed the children's knowledge of physical geography in their own state in the most graphic presentation they could offer. In acquiring needed facts, in making exact measurements, in manipulating recalcitrant materials, in all the processes of making an accurate relief map the children had at last reached the dramatic moment of "something attempted, something done." Here was the work of their own hands and minds to prove to all who might have eyes to see that they, the seventh-grade social-living class, knew their state. Here was something to show parents on visiting days. Here was something to exhibit in the library for all the school to see. Here was fulfillment, pride of accomplishment, new knowledge gained in most interesting ways.

Jim was standing before a wall map of the Southwestern states, pointer in hand, reporting on the livestock production of Arizona, Utah, Nevada, and California.

"You will see," he was saying to his eighth-grade companions, "that I have just added pictures of horses, cattle, sheep, goats, and hogs to this map. Each picture represents 100,000 animals. The animals

are placed where density of animal population is greatest, but they actually represent surrounding areas."

While the class asked questions and discussed the livestock resources of the four states, I examined the map. It was made on butcher paper and it was fastened to the wall with scotch tape. At the seams, the sheets of butcher paper were joined by scotch tape. The map was drawn accurately to scale. Salient physical features were clearly indicated in colors generally used by cartographers. The animal figures were black silhouettes pasted on the map.

As Jim talked of government lands used for grazing, he marked in large areas on the map with colored crayons. Just as freely others added their remarks to the map. Before my eyes, I saw a wonderful map in the making. Here was a device for clinching facts for a class by the class.

Later the class told me that they had thrown a small map outline on the butcher paper by means of a balopticon. Then they traced in the essential features of the map, adding all else as their study of the region progressed. In the end, they would have a map that everybody understood because all had helped to make it. They seemed sure their map had no permanent value for the school, which owned many good commercially made maps. Their map was merely an easy way of learning some interesting facts related to the geography of that part of America nearest to their own state of California.

Curiosity as to what ninth-grade pupils might be doing in this school of map-

makers drove me to make an immediate visit to a ninth-grade social-living class.

There a huge 32" globe, obviously "home-made," was the first object that caught my eye. To my temporary disappointment, the class was at the moment engaged in a study of language usage. The globe was merely standing by.

Noting my obvious interest in the globe, however, the teacher graciously asked one of the boys to explain it to me. He picked up the globe and asked me to go with him to an adjoining work room. There, with no disturbance to the class, he told me that the globe was a classroom project, completed largely in the very work room in which we stood. As he explained the process of building the globe, it involved planning in general by the group and in particular by committees; collection of materials; and construction.

The globe was built around a piece of hollow tubing. This core of the globe fitted over a rod fixed to a metal base at an exact angle of $23\frac{1}{2}^{\circ}$. Semi-circular pieces of corrugated paper closely fitted, wired to the core, gave form to the globe. Light canvas gores, cut to form in the aggregate a perfect globe, were sewed to the outer edges of corrugated paper strips. Then papier maché was applied to form the land and water masses of the earth. Poster paint completed the job.

The project, my young friend told me,

EDITOR'S NOTE

Social-living classes in all three junior-high-school grades had been busy making their own special maps and globes. Mr. Woodruff, supervisor of secondary education in Long Beach, Cal., went around to see the results. Here he reports on "this school of map-makers," and on the greater knowledge of geography they gained by "rolling their own."

was more work than the group had anticipated. Completion of the job had cost everyone hours of time ordinarily given to other forms of recreation.

Questioned, he said he thought the class had learned with great amazement how very low the highest earth surfaces appear when accurately shown on the mass of the globe. He said the thing that impressed him most was the fact that a lot of human thought and labor go into the making of the everyday objects generally used with such nonchalance. Especially did he think this true of all handcrafts and arts. Several of the class, he reported, had learned that they liked to work with their hands, and were making hobbies of soap carving, ceramics, whittling, and the like.

Later the teacher said she felt that the making and using of their own globe had brought about far-reaching results.

"In a way they grew up on the job," she said.

Their thinking and acting in more mature ways is being daily revealed by more careful research, more painstaking effort to do neat and correct work, more united effort to achieve.

Teachers in the best modern schools have long made extensive use of maps and globes. They have utilized wall maps, textbook maps, maps discovered in various periodicals, maps printed in the daily newspapers, desk maps, maps of everything from city to county, state, nation, and the world. They have used eight-inch globes distributed one to every two pupils in the room and sixteen-inch globes for larger groups. Children are thoroughly acquainted with the best maps published and the best school globes on the market. All these geographical aids are employed well and extensively.

But beyond all this, teachers have found great additional values in having pupils participate in the making of maps, tailored in their own work shops to fit their own particular, immediate needs.

Understanding vastly expands through

the experience gained in making exact measurements, in designing appropriate symbols, in choosing proper materials and colors, and in all the other operations involved in the assembling of facts made visible and concrete on map or globe.

Appreciation of good maps and globes, of the art and workmanship involved, of the variety of projections available, and of their worth to many persons in many oc-

cupations is another value often derived from map-making by pupils.

Knowledge of geography is of course expanded. Work habits are improved along with social attitudes.

Awareness of these and other values, on the part of both pupils and teachers, gives pleasure to all of them—especially when a visitor comes along to catch them in the very act of mapping.



Guidance Service of Patterson High School Uses the School Newspaper

Patterson High School, Baltimore, Md., like many schools, publishes a newspaper, *The Patterson Press*, which is read widely by staff and students. Through its columns we [counselors] disseminate the following types of information:

College Opportunities—Scholarship offerings, invitations to visit college campuses or to meet with college representatives, and special features of various colleges are regularly publicized in *The Patterson Press*.

Occupational Information—Since our school timetable does not provide for regularly scheduled classes in occupations beyond grade 9A, the counselors rely strongly upon *The Press* to supply such pertinent information as will keep the student body "occupations-conscious." Trips to industries, to nursing schools, or educational institutions, are well covered by reporters. Guest speakers on occupations are interviewed and reported in the school paper by students. Still more space and prominence are given to the annual or semi-annual "Occupational Conference" when representatives of business and industry give the student body the benefit of their knowledge and experience. *The Press* staff abstract and publish in the school paper new books and pamphlets on occupations received in the guidance office.

New Curricular Offerings—As new curricular features, such as Driver's Education, Distributive Education, and Work-Study Programs, are introduced, *The Press* carries on its mission of informing, enlightening, and reminding students regarding their

newest opportunities. It also publishes student evaluations and reactions.

Statistical Information—Original data secured by the counselors and information received from other sources are sometimes given to student-reporters who recognize the news value and tell the story in terms suitable for their fellow-classmates. Secondary-school pupils are interested in such statistics as: local trends in employment, the increasing college attendance of our graduates, and the number and sources of our entering students. Reporters used the last-named sources to locate veteran and out-of-state pupils to be interviewed.

Miscellaneous Information—The Guidance Department makes *The Press* its herald of innovations, such as announcing strategically placed bulletin boards (in the cafeteria and the library) with their weekly displays designed by students in the Art Department and supported by a shelf of pertinent books and pamphlets in the library. *The Press* featured the new project of the Honor Club, which supplies a current, up-to-date file on all scholarship information that reaches the principal, librarian, or counselors, and makes it available to students in the Honor Club sponsor's office and in the counselors' office.

Our use of *The Press* has produced a steady stream of inquiring students and faculty members who voluntarily visit our Guidance Department to follow up what they have read in their school newspaper.—G. EVELYN ROHR and DOROTHY SPEER in *Occupations*.

So You Have to *Some hints for the teacher on a spot* MAKE A SPEECH

By
DAVE HYATT

THERE ARE as many ways of preparing an effective speech as there are methods of cooking an appetizing meal. There is no one final formula.

It is interesting to learn how some of today's successful people prepare their speeches.

Asked how she develops a speech, Mrs. Helen Gahagan Douglas, one-time stage and screen star and now a member of the House of Representatives, replied:

There are several ways I prepare a speech; sometimes I write a speech in longhand and then have it copied. I then work on it and rewrite it two or three times until I am satisfied with the finished product.

Sometimes I dictate a speech and again I rewrite it two or three times.

I never memorize a speech. I either speak directly from the manuscript or from notes. Seventy-five per cent of the time I speak extemporaneously.

Congresswoman Douglas went on to say:

There are two parts to speaking: (1) in order to make a good speech, one must know how to speak, and (2) one must have something to say. If I had to choose between knowing how to speak and knowing my subject, I would certainly choose knowing what to say. The one way to forget about one's self is to know what you are talking about.

When Bernard M. Baruch speaks, his words make headlines. America's elder statesman, commenting on his method of preparing a speech, says:

I always read from a manuscript which is very carefully prepared. Sometimes I write it and sometimes I dictate it but I give a great deal of time to every document.

Dr. Harry Emerson Fosdick, who for years held audiences spellbound from the

pulpit of New York City's Riverside Church, explained his approach to public speaking in these words:

I always write out any important speech with my own hand and then dictate it from notes to the dictaphone. After that I have several ways of preparation so far as delivery is concerned. I never memorize but I sometimes familiarize myself with my notes and speak extemporaneously, and sometimes I have before me a manuscript from which, however, I am careful to read as though I am not reading but speaking.

The Right Reverend Monsignor Fulton J. Sheen, one of the most eloquent religious leaders of our time, has this to say regarding his method of preparing a lecture or sermon:

I very seldom write out a sermon or lecture. I do make an outline of it, however. Then I tear up the outline and make another one. In this manner, one is able to learn to talk from the inside out rather than from the outside in. I use no notes in delivery of any lecture.

The versatile and brilliant Mrs. Clare Boothe Luce, former Congresswoman from Connecticut, war correspondent, and author of three Broadway stage hits, asked her manner of developing a speech, replied:

The preparation I make for a speech depends (a) upon the size and knowledgeability of the audience; (b) whether or not the occasion will get press coverage and how much; (c) what other speakers will be likely to do, etc. During the 1944 political campaign I delivered over 100 speeches. About 12 of them were most carefully prepared, one-half or three-quarter hour addresses.

They were extensively documented. Each covered a national or international issue and was given advance press releases. The rest of the speeches were extemporaneous; some were delivered with notes; others were delivered without any. However, these

later speeches were all more or less reverberations or rewrites of the carefully prepared speeches to which I had added new facts and comments according to the news events of the day.

I always read from a prepared manuscript for a radio address—triple spaced on the typewriter, 150 words (1 minute) on the page, so I can always quickly cut as often becomes necessary when more than one person shares a radio program.

When I deliver a speech over a public address system in a hall, although I have a manuscript (triple spaced and large type) before me, I seldom refer to it. For by the time I have written the speech, corrected it, rewritten it, corrected it again, and read it over two or three times, I really "know it by heart."

As a consolation to those who suffer from stagefright, Mrs. Luce offered this good-humored report of her first public speech:

The first public address I ever made was in 1940. It was before a very large audience in Manhattan Center during the Willkie campaign and I was so frightened for several hours beforehand that I felt physically ill and had to send for a doctor. He ordered a warm bath and a tablespoon of brandy just before the speech, and comforted me greatly by assuring me that the "stage fright" I had was natural to all "maiden speakers."

From the words of these speakers, all of them highly successful, it can easily be perceived that an effective speech may be prepared in any number of ways. There are no dogmatic laws which apply to public speaking.

In developing the content of a speech, this approach may be helpful, however: (1) Get the audience's attention with an anecdote, story, joke, or quotation; (2) link the subject to your listeners' daily lives and make it important to them; (3) prove your point with interesting human illustrations; and (4) ask your audience to do something about the subject upon which you have spoken.

Many people are allergic to speeches because they have heard so many dull ones. A speaker starts with a handicap. With one scintillating story, apt quotation, clever anecdote, or amusing joke, he must erase the audience's memory of those previous

poor speeches. A telling quotation or joke or story on the general subject on which you are speaking may make the audience sit up and listen. Prior to your speaking engagement, it may be useful to try out the joke or story on a few of your friends. If they react favorably, if it makes them laugh or arouses their interest, you can be reasonably sure an audience will react similarly.

The next step in constructing a speech is to link the subject with the audience. If the subject is to have meaning to an audience, you must show the listeners how that subject touches their daily lives.

Once you have shown the audience the importance of the subject, the main points of the speech should be proved with actual examples. Everybody likes a good story. Human illustrations and case studies of people are sure-fire speech material. People are instinctively interested in other people. Even figures, translated into human terms, become much more arresting.

Finally, as you draw to the conclusion of your speech, it is psychologically effective to ask the audience to take some form of action. The speaker may ask his listeners to write a letter to Congress, or to sign a petition. On the other hand, he may simply ask the listeners to be more tolerant or to study more deeply into the subject of atomic energy. A request for action adds meaning and purpose to a speech and sounds a strong concluding note.

EDITOR'S NOTE

An invitation to address an audience is one of our occupational hazards. This article, Mr. Hyatt says, "contains information and hints which I have found helpful not only in speaking but in the teaching of public speaking." He is an assistant professor at New York State School of Industrial and Labor Relations, Cornell University, Ithaca, N.Y.

As for delivery, there are certain actions which will increase the directness and straightforwardness of your speech:

1. Look at your audience. Eye contact is of great assistance in the communication of ideas. When talking to someone in ordinary conversation, one does not stare at the ceiling or at one's shoes. When speaking from the platform, it is even more important that one look at the audience and talk to it.

2. Avoid random movement. People on the platform have a tendency to wiggle, to shuffle, to shift weight back and forth from one foot to another, to pace. Movement should be motivated and a part of one's speech.

3. Converse with the audience. Speaking is simply enlarged conversation. Use of words such as "we," "your," and "all of us" aid in linking the speaker to the audience.

4. Orally underline the main points of your speech. A speech can usually be made much more effective and clearer to the audience if the main points are underlined by a distinct shift in volume and rate. Oral underlining can be done by slowing down, by dropping one's voice, by speaking more loudly, by speaking with greater emphasis.

5. Speak with your whole body. Speaking requires bodily action. It takes energy. In golf one puts the weight of one's whole body behind a drive. Similarly in speaking, one's muscular tonus contributes to the effectiveness of what one says. Some people tend to speak from the neck up. Such speaking is inevitably as ineffective as a golf drive which employs only the hands and wrists. By putting the weight of one's body behind one's speech, one can add punch to whatever one says.

6. Refer to your notes or manuscript casually in speaking. There are many skilled speakers who can speak readily without use of notes. If one has trouble keeping on the main track of one's speech, it is best, however, to use notes or a manuscript. But they should be used only as a road map to keep one going in the right direction.

7. Ask the audience questions. Many successful speakers use the question as an attention-holding device. Even though they do not expect answers, they query their listeners. Asked a question by the speaker, each member of the audience mentally responds.

Follow these simple suggestions and you will find that public speaking is easy. Not only that, it can be fun!



The Little Teacher

By EFFA E. PRESTON

There was a little teacher,
She lived in a maze,
She swam in ideals,
She walked in a haze.

She oozed understanding,
She aimed at a star,

She breathed inspiration,
But she didn't get far.

She honored her bosses,
She hoped to receive
(She didn't) some credit.
She was very naïve.

SCHOOL NEWS DIGEST

Edited by THE STAFF

NEBRASKA COLLEGES: The state teachers colleges of Nebraska favor a bill introduced in the State Legislature to allow these institutions to grant liberal arts degrees, says *Nebraska Educational News*, and thus use present facilities to serve a broader group of young people in Nebraska.

ENTRANCE ODDS: Getting into a U. S. college or university is something of a gamble for high-school graduates—particularly if they don't have the "right" background. What you might call the betting odds are now available in *Factors Affecting the Admission of High-School Seniors to College*, published by the American Council on Education. The book is a report of a survey made for the Council by the Elmo Roper organization. In 1947, Roper interviewers talked to about 10,000 high-school seniors, and found that about one-third planned to go to college. By questionnaires and interviews the following fall, Mr. Roper learned what happened to them. He found that the college-entrance odds favor: bright students over the dull, of course; children of alumni and those from families on the higher social and economic levels over those less fortunate in their choice of parents; girls over boys; and Protestants over Jews or Catholics. On the basis of the students' first applications to a college for entrance, Mr. Roper reports the following data on acceptances: Protestants, 77%; Catholics, 67%; and Jews, 56%. By making a greater effort and applying to more colleges than the other two groups did, the Jews improved their score most. The final data on those successful in getting into one college or another are: Protestants, 88%; Jews, 87%; and Catholics, 81%. Mr. Roper reports that the colleges in the Northeastern states are the most difficult to enter.

RADIO & TV: More than 400 sources of information on radio and television are listed in a new "Radio and Television Bibliography" issued by the U. S. Office of Education. Each reference is annotated. In addition to sources of general information on radio and television, the bibliography offers summaries of published information on careers in these fields. Copies may be obtained for 15 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

GANGS: Thirty-two teen-age gangs in Brooklyn, N. Y., were under investigation by the District Attorney's office at the end of the preceding school

year, according to the *New York Post*. Juvenile authorities said that many of these gangs had not reached the stage of anti-social activity and would be "merely under investigation." Among the gangs are the Socialistic Gents, Dillinger Boys, Brewery Rats, Gestapos—and The Angels.

UN STUDY KIT: The "United Nations Study Kit No. 1" is a \$1 packet prepared by the UN Department of Public Information to "provide not only the basic, essential information necessary to beginning students of the United Nations, but also more detailed and comprehensive material of interest to teachers, discussion group leaders, and advanced students." The kit contains a selection of current UN booklets, bulletins, and pamphlets which explain how the UN and its related agencies came into being, how they work, and what they are doing. A guide to the use of these materials is included. The kit may be obtained from any sales agent for UN publications, including Columbia University Press, 2960 Broadway, New York City.

SCHOLARSHIPS: Each year, many of the scholarships good in Illinois teacher-training institutions are by-passed by graduates of the State's high schools who are qualified for the awards by being in the upper fourth of their classes. For the academic year 1948-49, says *Illinois Education*, 1,119 such scholarships were available. But only about 75% of them were accepted by qualified high-school graduates—and only about 50% were actually used. Recommendations of the Joint Alumni Council of the 5 Illinois state teachers colleges include: allowing graduates in the upper third or upper half of their classes to qualify for the scholarships; raising their monetary value; and publicizing the scholarships more thoroughly.

VOCAL NEWSPAPER: Because of high production costs, Addison Junior High School, Cleveland, Ohio, abandoned its printed newspaper and now conducts a "newspaper of the air" on the school's public-address system, says Craig A. Moyse in *Ohio Schools*. After trying this plan for 2 years, the school sees many advantages in it, and doesn't intend to return to a printed organ. The Addison Newspaper of the Air includes editorials, features, and news. The writing of these items gives students much of the training in composition formerly offered by the newspaper. The present program also

(Continued on page 52)

allows many students to get experience in speaking. And the school is relieved of the financial worries which its former newspaper created.

QUAKE: As if the school-building situation weren't bad enough, an earthquake that visited the State of Washington toward the end of the past school year inflicted more than \$7,000,000 in damages on the school plants of the State, reports *Education in Washington*. Many school buildings required extensive repairs through the summer, but at least 13 were damaged beyond repair, and have been abandoned. Students attending these schools had no cause to dance with glee at the prospect of an early vacation. Their classes were continued—somewhere or other. Some homeless classes went on double shift in habitable school buildings, while others were held in such places as gymnasiums and corridors.

FEDERAL-AID CRITICS: The program of federal aid to education received heavy body blows the past June from General Dwight D. Eisenhower and Francis Cardinal Spellman.

General Eisenhower opposed federal school-aid grants to all of the states. He announced, said an Associated Press dispatch, that he favored helping only those states that could not raise enough taxes to support a high level of education. Any such federal aid, he said, should be given "... under formulas that would permit no abuse, no direct interference of the Federal authority in education processes. . . ."

Cardinal Spellman stated that a federal-aid plan limited to public schools was an act of bigotry. The Cardinal, says the New York *World-Telegram*, emphasized the needs of parochial schools, and took the stand that they deserve a fair share of federal-aid funds.

RED TEACHERS: Twenty well-known educators—including General Dwight D. Eisenhower and James B. Conant, president of Harvard University—comprising a commission appointed by the National Education Association, have recommended that Communists should be barred from the teaching profession. The group, says an Associated Press dispatch, . . .

(Continued on page 64)

PERSONALS

This department is offered experimentally as a service to readers in the belief that secondary schools and school people need some medium in which they can arrange to sell, swap, or buy needed items or services, correspond with others on matters of mutual special interest, obtain or fill teaching positions, etc., etc.

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WANTED: Young successful principal of large central school in North Carolina desires like position in central school in New York State. M.A. University of North Carolina, work on doctorate at Duke University. CH Box 53.

SLIDE PROJECTOR for sale, Bell & Howell Slidemaster for 2 x 2 slides; A-1 condition; f. 4.8 long throw lens; blower; takes 500, 750, or 1000 W lamps; perfect for classroom or auditorium; bought for experimental curriculum work; used

about 30 hrs.; cost \$330, yours for \$240. V. Carter, Public Schools, Zanesville, Ohio.

WE NEED COPIES of "Written-down Classics Prepared for Students of English in Schools of India." Does anybody have enough for sale? Charles A. Tonsor, Prin., Cleveland High School, 2127 Himrod St., Brooklyn 27, N. Y.

WANTED: PUBLISHER for a text in which three major philosophies of education are shown as they find expression in living, teaching experience. CH Box 74.

GRAMMAR SURVEY: (a) Do you use the formal or functional approach in teaching grammar to high school pupils? (b) Do you believe in diagramming sentences? (c) What grammatical definitions and nomenclature are required? Please answer! Edward J. Ruten, East Carolina Teachers College, Greenville, N. C.

WANTED: Firsthand accounts of nice things, unusual things, maybe wonderful things, that pupils, parents, communities have done to show appreciation to teachers, individually or collectively. State where, when, how, who. Names of individuals will not be used. Dr. L. E. Leipold, Nokomis Junior High School, Minneapolis 27, Minn.

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Teenicide—How Responsible Are the High Schools?

IF THE AMERICAN high school fails to teach certain subjects well—for example, if the high school fails to teach Latin well—probably no great immediate harm is done. Many would argue that the pupil didn't need Latin anyway and probably he would have been better off had he taken some other subject.

Granting, for the moment, that a general-education program in the high school would be much better—or, if you prefer, worse—than the conventional program, still we may decide to retain the conventional program and not be forced to prove that our pupils are very much worse, or better, because of our decision. We could just as well choose almost any subject or any activity in the high school. It would be very difficult to prove that what we do or what we fail to do has very much effect on the ultimate success or failure of our pupils.

But there is at least one real exception to this rule. If our teen-age pupils do not learn to drive cars, they are very likely to suffer accidents. It has been proved that our teen-age drivers are the worst drivers on the highways. At the very time when these young people should be the best drivers they turn in the worst records. Their reaction time should be good, their vision should be clear, they are strong and alert. Yet their driving records are so bad that "teenicide" is becoming a recognized word in the postwar vocabulary of the American people.

We do not join that throng of critics who attempt to lay the blame for all our

ills on the school. However, the school that completely ignores this teen-age problem cannot rightly claim that it is conducting a functional program.

Some of the demands that are made on the school represent controversial issues, but this isn't true of safe driving. For example, many conscientious people believe that the schools should not teach sex education; there is much disagreement as to whether time should be given to vocational education at the high-school level. However, there is scarcely anyone who believes that a young person should be allowed to drive a car on the highways and streets before he has had systematic instruction in the handling of such a powerful and dangerous machine. We are learning that those who have had instruction seem to make better driving records than those who have not.

Of course, there are some real problems to be met in the organization of a driver-education program. There must be an instructor, there must be time for the instruction, there must be a car, and there must be certain other driver-education equipment. There might even be some disagreement as to the type of instruction that should be given.

Not for an instant would we maintain that the home has no responsibility for the teaching of safe driving. When papa tries to beat the stop light and mama thinks that only frustrated policemen try to keep her on the right side of the white or yellow lines, it isn't going to be too easy for Junior to become a safe and careful driver.

While the home should do a much better job, that contention does not give the school a valid excuse to ignore the responsibility that obviously belongs to it. When one of our students fails to learn Latin or a vocational skill, the school can squirm out of the responsibility for whatever happens as a result. But can the school clear itself, if it has neglected the problem of safe driving and a load of its pupils crashes, just because of the clowning acts of the pupil driver?

It has been estimated that once each two minutes in the United States a teenager will have an automobile accident that will kill or maim a victim. Does this impress you as a large price to pay for our indifference? Most of these accidents could be prevented.

The schools alone cannot stop this carnage. But the high schools can do much to reduce the accident toll. We need the proper laws and ordinances to regulate speed and driving. We need proper plan-

ning of traffic and the essentials of good traffic controls. We need a police force committed to the proposition of enforcing the laws. We need a public that will not try to interfere with the proper enforcement of the law. We need traffic courts that will deal realistically with the problem of the potential killer. We need parents who will set good driving examples. And we need many more thousands of high schools where the essentials of good driving are taught to every child before he reaches licensing age.

Incidentally, looking ahead for one generation, we see our present high-school population as the parents of the teenagers of that day. Are we doing in our high schools today all that is necessary to guarantee a better crop of parents of the teenagers of a generation hence? Will they set a good driving example for their children?

Is your school doing all it can to reduce teenicide?

FORREST E. LONG



Pulaski High—Community Benefactor

A social-science class [of Pulaski, Wis., High School] was studying the gravest [local] problem of all, one day. The population of Pulaski was slowly declining. Everyone agreed that a contributing factor was the migration of people to communities where work opportunities were greater. Someone wondered how many of the boys who at that time were in the services would be coming back after the war. The students appointed a committee to draw up a questionnaire. Four hundred of these were sent out and 300 produced answers. Of these, 280 indicated that they would settle down in Pulaski if jobs were available. The students went to work writing articles in their paper to the effect that the community needs more industry. They said that rural industrialization would diversify and multiply job opportunities and provide a broader base for the economy of the area. They wrote articles on the qualities of a good community.

Soon they had the townspeople interested enough so that meetings were called. The last of these, which was held in the gymnasium, produced the

results sought for because out of this meeting grew the planning committee. Out of the committee grew Pulaski Industries, Inc.

The classes then conducted another survey. They found that the work offered in Pulaski was insufficient and of a seasonal nature. The first great need, then, was for year-round work. And most of all, the village wanted to see their young people stay in Pulaski.

Pulaski Industries, the culmination of an idea born within a social-science classroom, capitalized a few weeks later at \$35,000. This money was raised by energetic townspeople, farmers, school and church leaders.

The students helped with the publicity in their newspaper. Their aim was to aid local manufacturing, labor, business, and agriculture by building a factory. The factory today is a reality and employs 240 people, a large percentage of whom are Pulaski High School graduates. An additional half a million dollars pours into the community in factory payrolls.—MICHAEL KAZAR in *Wisconsin Journal of Education*.

BOOK REVIEWS

KIMBALL WILES and EARL R. GABLER, *Review Editors*

Business English in Action, by J. C. TRESSLER and MAURICE C. LIPMAN. Boston: D. C. Heath & Co., 1949. 529 pages, \$2.80.

Our business employers complain of the poorly trained pupils we are sending out these days. We are failing to teach the fundamentals of English. Our pupils cannot spell or punctuate; they are unaware of the basic principles of grammar and their vocabulary is very childlike.

Our pupils complain that they hate grammar, punctuation, spelling, word study, and they are tired of these boring, dull necessities.

Business English in Action is the "missing link" between the employer and the high-school pupil. It is the answer to the employer's hope, the teacher's prayer, and the pupil's resistance.

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out the dull formality of our past methods. Best of all, this text has something to say to boys and girls on all levels, and they enjoy it.

Each of the clever, stimulating cartoons has a concrete message which seems to be a tremendous help to the pupils in learning to speak and write effectively.

MARGARET E. TUNNEY
High School
Dobbs Ferry, N.Y.

A Practical Handbook for School Counselors, by CLIFFORD E. ERICKSON. New York: The Ronald Press Co., 1949. 224 pages, \$3.

Presented in compact outline form, with every section and paragraph bearing related code numbers, this new handbook is different enough from the current spate of books in its field to warrant its immediate purchase by counselors. It will appeal especially to those schools now contemplating, or in the midst of, adding a guidance program to their organization. The inclusion of study and discussion

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Other features in this prolific author's new volume include an excellent treatment of the interview, placed soundly between the horns of the directive and non-directive camps; a practical point of view on the touchy problem of the classroom teacher's role in guidance; numerous first-rate bibliographies, some annotated; and sections helpful to junior-high and elementary schools. Here, moreover, is a bold book, one that asks—in bold face—the most irksome questions (like the assignment of discipline) and supplies categorical answers.

No attempt has been made to include details about tests or statistics. Some sections are, however, almost over-zealous in their attention to details; e.g., in collecting data about a child's developmental history for a case study, the school is asked to determine whether said child's conception was "planned or not." (p. 40)

DONALD S. KLOPP
Clifford J. Scott High School
East Orange, N.J.

Algebra—First Course, by RALEIGH SCHORLING, ROLLAND R. SMITH, and JOHN R. CLARK. Yonkers-on-Hudson, N.Y.: World Book Co., 1949. 406 pages, \$1.92.

In this book the explanatory material is addressed to the student clearly and with an obvious desire to enlist his understanding. There also seems to be an earnest effort to make the student conscious of the commutative and inverse nature of certain arithmetic operations through the medium of algebra, and of the fact that the letters are numbers in disguise.

The book contains abundant drill material, both for the teacher who accepts and the one who rejects the recommendations of national committees for the inclusion and exclusion, or incidental treatment, of certain manipulative skills. The problem material permeates the entire volume but, for the most part, meets criteria of reality and genuineness in less than a desirable degree. The function concept plays a solo rather than a "theme song" role. The idea that the formula, graph, table, and verbal statement are coordinate means of expressing the same quantitative relationship is not exploited. The principles of approximate computation and significant digits are practically ignored, and the use of "ragged decimals" in equations is not unusual. Geometric figures used as teaching aids in the development of algebraic concepts and relationships are rare. The use of induction as a means of discovering algebraic generalizations is not overplayed.

JOHN J. KINSELLA
Ohio State University

Psychological Factors in Education, by HENRY BEAUMONT and FREEMAN GLENN MACOMBER. New York: McGraw-Hill Book Co., 1949. 318 pages, \$3.

This convincing, concise description of the psychological bases upon which modern education has evolved satisfies the need for a volume which substantiates modern educational practices by reviewing basic tenets in the field of psychology. It has accomplished this task in such a manner that the reader is not lost in a maze of psychological data, often trivia, but is helped to see the significant relationships between important evidence and current, promising practices in education.

Too frequently the experienced teacher is urged to study the field of educational psychology to gain insights into the improvement of instruction without receiving very practical aid from instructor or author in translating theories from the vast accumulation of knowledge to the implementation level in concrete media of curriculum construction, the improvement of teaching-learning situations, and the related areas of mental health, personality development, and evaluation. Undoubtedly the authors have been cognizant of such deficiencies in many another volume, for efforts are made to help the reader see the relationship between the goals and practices of modern education and what is known about how learning takes place, how children and youth grow, mature, and develop in social and emotional aspects, as well as the physical and the general needs of the immature in a changing society. Very helpful to those who are not products of "progressive" systems are the brief, cogent descriptions of the differences between the traditional essentialists and the organismic moderns.

DONALD BERGER
Northern Illinois State Teachers College
DeKalb, Ill.

Living Literature for Oral Interpretation, edited by MOIREE COMPERE. New York: Appleton-Century-Crofts, Inc., 1949. 451 pages, \$3.

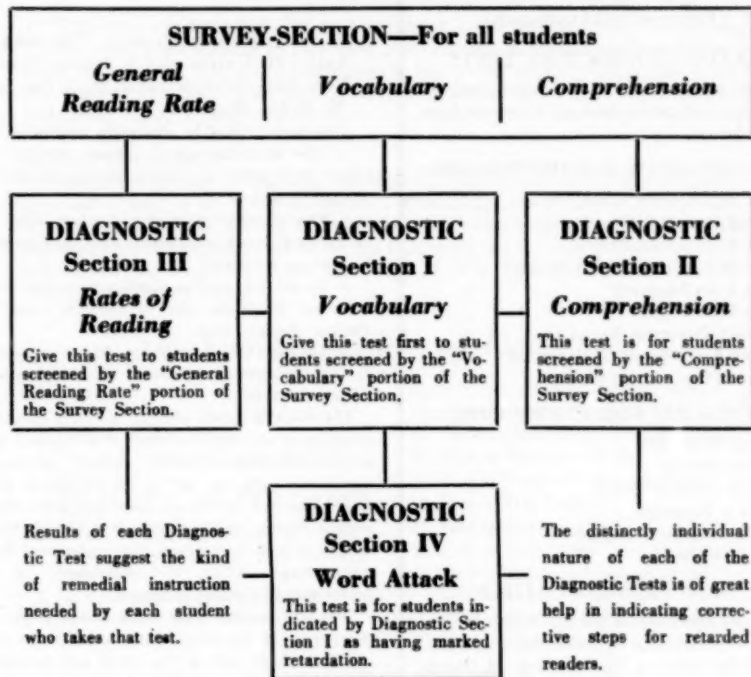
Teachers of speech will find vitality the outstanding quality of this volume of contemporary selections for oral interpretation. Although there are no great pieces of literature included, there are many good ones and only a few that are mediocre or poor. Most of the selections are suitable for high-school students.

In the section of narrative prose, materials range from "Georgia Primer," a part of Lillian Smith's *Strange Fruit*, to "Music on the Muscatatuck," Jessamyn West's Quaker story. The section on fantasy is varied enough to include Norman Cor-

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win's radio script, "The Odyssey of Runyon Jones," and Louis Untermeyer's story, "The Donkey of God." In the essay section, which is predominantly humorous, Benchley and Thurber are each represented with several selections. The weakest section in the book is the one devoted to poetry. Although the humorous poems are well chosen, with verses by writers like Phyllis McGinley, Ogden Nash, and A. P. Herbert, the little serious poetry that is included, with a few exceptions, is not first rate.

The editor, who believes that oral reading develops the ability to understand "the living encased in words," gives added aids in a helpful section on selecting and adapting materials and in a fine bibliography of additional sources.

ELIZABETH M. GORDON
High School
Great Neck, L.I., N.Y.

New Directions in Science Teaching, by ANITA D. LATON and S. RALPH POWERS. New York: McGraw-Hill Book Co., 1949. 164 pages, \$2.50.

This book should be extremely helpful to:

1. The secondary-school science teacher, who desires to improve his courses in educationally significant directions.
2. The prospective science teacher, who finds educational theory inconsistent with the high school he knew as a student.
3. To the school administrator, who may not be too clear about his role in bringing about curriculum changes, and,
4. To the college professor, who is responsible for the pre-service education of secondary-school science teachers.

The book is given over to a brief, concise description of the ways in which a widespread group of secondary-school science teachers, working co-operatively with the staff of the Bureau of Educational Research in Science, developed more effective science courses in their respective schools. Since a variety of school situations was represented by the cooperating teachers, the significance of their achievements is greatly enhanced.

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The September Clearing House Is Here

The following excerpts are clues to good professional reading in THE CLEARING HOUSE for September.

Anyway, in the first four months of 1948-49 school year, absences were about 30 per cent lower than in the same period of the previous school year.—*Ethel Hembree*, p. 11.

A 9A social-studies class project led to certain interesting results which included the writing and the recommendation for adoption of a new flag pledge—a pledge to the flag of the United Nations.—*Max Rosenberg*, p. 12.

The children were doing all right swapping old-fashioned questions and answers about family experiences when Miss Gaylord was bitten by her frequently irresistible impulse to try out one of Bippie's theories.—*Marjorie S. Watts*, p. 38.

During the first semester of 1948-49 an unusually active group of sophomores in the New School, an experimental division of the Evanston Township High School, planned and carried through with zest a study of "The Theater, Motion Pictures, Radio, and Television."—*Charlotte Whittaker*, p. 21.

The time teachers put in as clerks, recording and reporting maps, might better be used in

planning and directing learning activities of boys and girls.—*Van Miller and others*, p. 26.

Many assemblies in American high schools are glorified concentration camps, with unthinking teachers as "S.S." guards to pounce upon "misbehaving" pupils who protest against boredom and stupidity in high places by squirming, whispering, or sleeping.—*William G. Meyer*, p. 43.

By the spring of 1948, Hinsdale offered to provide the Sportsmanship Trophy to be awarded at the end of the 1948-49 sports season to the school in the conference with the highest [sportsmanship] rating for the year. . . . Members of the conference schools are pleased with the improved crowd behavior, and feel more and more that the entire student body is responsible for good sportsmanship—not merely the players on the team.—*Naidene Goy*, p. 32.

What we are doing in physical education at Waterford Township High School [without a gymnasium] is merely an example of what can be done. To have a gymnasium is an educational luxury, not a necessity.—*Hewtman S. Ortiz*, p. 36.

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were emphasized wherever appropriately related to the new course.

J. DARRELL BARNARD
School of Education
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Guiding Homeroom and Club Activities, by RUTH FEDDER. New York: McGraw-Hill Book Company, 1949. xix + 467 pages, \$4.50.

Dr. Fedder has prepared a very practical volume on a vital area of the total guidance problem in *Guiding Homeroom and Club Activities*. Teachers are faced today with the responsibility of developing group programs in homerooms and in clubs. This task requires far more skills of a creative nature than does the organization of subject matter for the rigid curriculum of the teacher-centered learning situation. But teachers need a great deal of help if they are to implement their theories and develop functioning and democratic group activity among the youngsters of secondary-school age.

Dr. Fedder first presents a series of biographies of the adolescents in a homeroom. These youngsters are all different—but they are “adolescents all.” She next reviews the characteristics of the adolescent and his nature, needs, and desires. Upon this sound

foundation, Dr. Fedder shows how the leader may play a very taxing role in the development of a sound homeroom program. The remainder of this excellent and revealing volume is devoted to discussion of actual programs that have worked. Teachers will find Dr. Fedder's presentation clear and concise, and realistic enough to be helpful.

WILLIAM P. SEARS
School of Education
New York University

Educational Psychology, by HARVEY A. PETERSON, STANLEY S. MARZOLF, and NANCY BAYLEY. New York: The Macmillan Company, 1948. xiii + 550 pages. \$4.

This text in educational psychology stresses education in cooperative effort. Consequently emphasis is placed upon the social environment of youth. Experimental evidence for the effectiveness of cooperative learning is presented and it is compared with the results of individual and competitive learning. The laws of learning are presented in an especially meaningful manner. Case studies of teaching give vividness to the treatment of the learning process.

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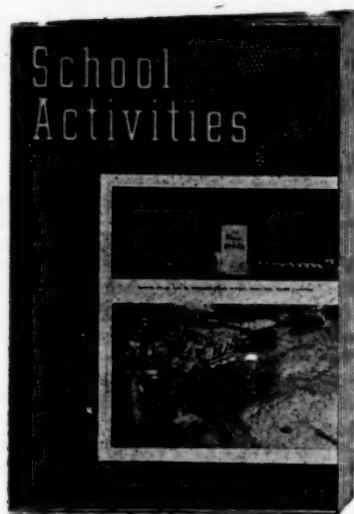
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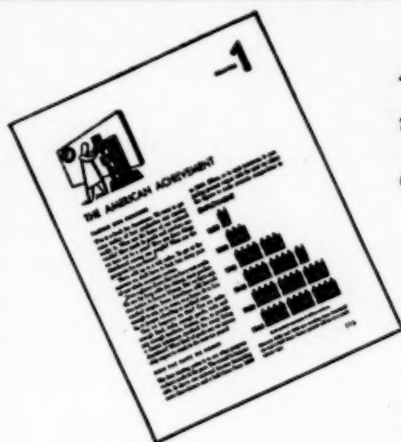
(Continued from page 52)

patch, also announced that the principles of Communism should be explained, but not advocated, in U. S. schools. These recommendations are part of the "main line of strategy" for American education contained in the commission's 54-page report, *American Education and International Tensions*. The commission's charge that Communist membership "renders an individual unfit to discharge the duties of a teacher in this country" was described by an NEA official as the most outspoken statement on that subject ever made by an education group of nationwide standing.

LOYALTY TESTS: The 141 colleges and universities that have Phi Beta Kappa chapters were urged recently to forego loyalty tests and other attempts to "substitute dogma for critical analysis," reports the New York Post. The fraternity's executive committee and its committee on qualifications, which issued the appeal, opposed investigations of teachers by "outside non-professional bodies."

TV FILMS: Schools may look forward to the appearance of more and better 16mm films, because of the great demand for them by television stations. So says Dr. Reign S. Hadsell, of Yale University. With the proceeds from television rights as an added source of income of their films, moving picture companies can afford to increase their production budgets.

LANGUAGE: Failure of all efforts to establish English as the language of instruction in Puerto Rican public schools is reported by Pedro A. Cebollero, dean of the College of Education, University of Puerto Rico, in *A School Language Policy for Puerto Rico*. For 12 years, beginning in 1904, English was tried as the language of instruction in grades 1 through 12. That failed, and Spanish replaced English in the teaching of grades 1 through 4, for the next 18 years. In 1934 educators admitted that use of English for elementary-school instruction was ineffective, and teaching in English was restricted to the high school. Dr. Cebollero states that numerous studies have shown that instruction in English encourages memorization, retards students' progress, and causes a lowered efficiency in instruction. He recommends that hereafter English be treated as a foreign language, and that English as the language of instruction be limited to certain types of high-school courses where it is advisable for such reasons as lack of good Spanish texts.



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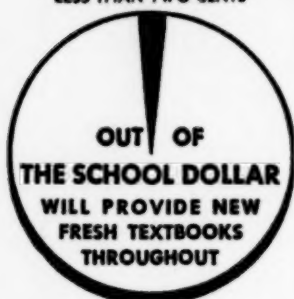
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